DOCUMENT RESUME

ED 061 463 VT 015 056

AUTHOR	Hyer, Anna L.; And Others
TITLE	Jobs in Instructional Media Study (JIMS). Final Report.
INSTITUTION	National Education Association, Washington, D.C. Educational Technology Div.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-8-0688
PUB DATE	Sep 71
GRANT	OEG-0-8-080688-4494(085)
NOTE	524p.
EDRS PRICE	MF-$0.65 HC-$19.74
DESCRIPTORS	*Adult Vocational Education; *Career Ladders; *Instructional Media; *Job Analysis; Manpower Development; Media Research; *Media Specialists; Occupational Information; Occupational Surveys; Subprofessionals
IDENTIFIERS	JIMS; *Jobs in Instructional Media Study

ABSTRACT

To meet the need for instructional media support personnel with training relevant to the tasks performed, jobs were analyzed and guidelines for job structures and training curriculums were developed. Over 2,000 tasks were organized in matrix form to analyze both what the worker does and what gets done. The resulting data bank is useful for job and curriculum design and for providing occupational information to counselors. An annotated listing of programs to train media technicians in fifteen 2-year colleges is included. The interim report is available as ED 037 088. (BH)

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VT
OE-BR 8-0688

ED 061 463

FINAL REPORT

Project No. 8-0688

Grant No. OEG-0-8-080688-4494(085)

JOBS IN INSTRUCTIONAL MEDIA STUDY (JIMS)

(formerly entitled MANPOWER AND INSTRUCTIONAL MEDIA:
A STUDY OF JOBS, PERSONNEL, AND TRAINING)

Anna L. Hyer
Freda D. Bernotavicz
Kenneth Silber
C. James Wallington
Pamela Kenyon
Pryor Hale

Division of Educational Technology
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

September 1971

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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VT015055

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDGEMENTS

We are deeply indebted to Dr. Sidney A. Fine of the W.E. Upjohn Institute for Employment Research whose pioneering work in the technique of Functional Job Analysis made this project possible. The Functional Job Analysis technique used in the Jobs in Instructional Media Study is based directly on Dr. Fine's theories and coding scales as these have appeared in three copyrighted publications, *A Systems Approach to New Careers: Two Papers; Seminar Workshop Workbook; and Functional Job Analysis Manual,* published by The W. E. Upjohn Institute for Employment Research. All quotations and excerpts appear by permission of the Upjohn Institute. Permission for other uses of these quotations and excerpts will be given upon request to the W. E. Upjohn Institute for Employment Research, 1101 17th Street, N.W., Washington, D.C. 20036. Personal thanks and appreciation are also due to Dr. Fine and to his assistant, Mrs. Wretha Wiley, for their warm encouragement and advice throughout the project.

Thanks also go to the USOE sponsored Curriculum Development Institute at Syracuse University and especially to Mary Catherine Ware, Dennis Meyers, and John Johnson, who aided in translating some of the JIMS research into practice.

Finally, our thanks and encouragement go to all those people, especially in the field of instructional technology, who have read our preliminary work and offered us encouragement, and advice, asked us questions, and incorporated parts of what we have done into their own work. It is most rewarding for us to see it happen.

Thanks to Robert O. Hall and James D. Finn for whom this is the second bite of the pudding.

cjw

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SUMMARY

Begun in September 1968, the Jobs in Instructional Media Study (JIMS) is a research project funded by the Bureau of Research, Office of Education and sponsored by the Division of Educational Technology, National Education Association.

The primary objective of JIMS is to look at jobs as they are performed in the instructional media field, in order to recommend new ways of using staff available by designing job structures and career ladders, and to recommend training programs for new personnel entering the field.

The work of about 200 persons in the instructional media field has been observed and analyzed using the technique of Functional Job Analysis (FJA). These 200 observations were broken down into a total of over 2,000 tasks which were placed in a two-dimensional matrix, which is a way of looking at the instructional media field in terms of 1) what the worker does (Functional Job Analysis) and 2) what gets done (Domain of Instructional Technology). The resulting data bank is a rich and flexible resource for a number of purposes: for job design, for curriculum design, and for providing information to counselors on job and career possibilities.

In addition to the data bank of task statements, the following outcomes have also been produced by the project:

1. A matrix model used to organize task data. This model links what the worker does to the subsystem goals or objectives of what gets done, and lends great flexibility to the task data bank concept. (see p. 34)

2. A career lattice and training model which is based on three levels of personnel - Entry, Middle and Advanced. This model is somewhat opposed to the generally accepted notion of upward mobility which implies that moving up a career ladder involves simply taking on tasks at an increasing level of complexity. The JIMS career lattice and training model is based on the assumption that workers at different levels approach task performance in different ways. (see p. 41)

3. Task Inventories for Entry, Middle and Advanced Levels with instructions on how to use the inventories to determine which of the total set of tasks are performed in an individual job, in a type of job, in an organization or in a geographical area. (see p. 65)

4. Curriculum guidelines for Entry, Middle and Advanced Levels with instructions on how to use the curriculum development model to translate the guidelines into curriculum specifications. (see p. 251)

5. A sample set of curriculum specifications for one unit of curriculum is also included to illustrate the process that must be followed to develop curriculum units from the guidelines. (see p. 408)

6. Presentations using media designed: to explain the overall concept of training and curriculum based on the research of the Jobs in Instructional Media Study; to explain the use of the task inventory and curriculum guidelines developed in Phase II of the study; to explain and encourage the development and use of aides and technicians and the establishment of career ladders. (see p. 26)

INTRODUCTION

Background

Begun in September 1968, the Jobs in Instructional Media Study (JIMS) is a research project funded by the Bureau of Research, Office of Education and sponsored by the Division of Educational Technology, National Educational Association.

The primary objective of JIMS is to look at jobs as they are performed in the instructional media field, in order to recommend new ways of using staff available by designing job structures and career ladders, and to recommend training programs for new personnel entering the field.

The project has been conducted in two phases. The first phase, which ran from September, 1968 to November 1969, was concerned mainly with designing a methodology for gathering and analyzing information on jobs and with performing on-site task analysis on a sample of workers in the field. In the second phase, from November 1969 until August 1971, the main activities were to refine the methodology developed in Phase I, to fill in gaps in the data bank to assure a more comprehensive coverage of the field, and to present the information on job structures and training in a format which would be more readily usable by personnel in the field.

The goals of Phase I of the project were to produce the following outcomes:

1. An analysis of jobs currently performed at all levels of the instructional media field.

2. A systematic clustering of tasks with an emphasis on the entry and middle levels (paraprofessional), which could become an articulated career ladder.

3. Guidelines for training programs which will provide the competencies needed to perform the tasks as they were analyzed.

The attached Interim Report (Wallington et al., 1969) contains the results of Phase I. (See Appendix A)

The goals of Phase II of the project were to:

1. Build data base to fill some of the gaps.

2. Refine the Phase I methodology.

3. Run comparisons of task level and other data.

4. Refine the Phase I theoretical conceptions.

5. Develop a task inventory from task identified and pilot test it.

6. Develop a model for selecting curriculum approaches.

7. Develop instructional tactics for one curriculum approach and strategy.

8. Give presentations with media for promoting use of media aides and technicians and for applying the curriculum development model.

The ways in which these objectives have been met are described in the following report.

Explanation of Final Report Format

The Final Report of the Jobs in Instructional Media Study is composed of four distinct sets of materials which represent the results of a two-year effort to perform job analysis in the instructional media field and to develop curriculum guidelines and career ladders based on the data gathered. Listed below and in the sequence they appear in the table of contents, the parts are:

> SUMMARY--a brief overview of the project including the objectives and outcomes of the project.
>
> INTRODUCTION--the part you are reading now. It offers a background of the project and an explanation of the structure of the final report.
>
> I. METHODS--a section which gives the methodology for data-gathering and analysis. It concerns itself with the process involved in reaching the next part of the report, section II, the JIMS Package.
>
> II. RESULTS, the JIMS Package--second section of the report, containing curriculum guidelines and task inventories which have been developed. This part represents the substantive findings and results of the project. It is designed to be used by

curriculum designers, directors of training programs and supervisors of instructional media personnel. The JIMS Package itself is broken into four parts:

A. General Introduction (p. 33)

B. Task Inventories (p. 65)

C. Curriculum Guidelines and Sample Unit (p. 251)

D. Tables and Definitions (p. 440)

Since task inventories are of primary interest to the supervisor or employer of instructional media personnel, and the curriculum guidelines are of primary interest to the trainer of instructional media personnel, the JIMS Package (Section II of the report) has been designed in a modular format. In this way the audience can choose to read either parts IIA, IIB, and IID; parts IIA, IIB, and IIC; or all four parts, IIA, IIB, IIC, and IID. Any grouping of the modules of the JIMS Package should always include parts II A and IIB since they provide a general introduction and the actual task inventory.

The RESULTS section is being presented in this four-part, modular format (the JIMS Package) in the hope that it will receive much wider dissemination and be used more readily in the field than most research reports whose common fate is dusty obscurity. The interim report has already had considerable impact in the twenty months since its publication and over twelve hundred copies have now been either given away (over 300) or sold by AECT (over 900). However, in the effort to explain the rationale behind the research project and to justify the research design, the Interim Report fails to adequately communicate all of the applicable findings.

The final report on the other hand has been designed so that the section which should receive wide distribution, i.e., the JIMS Package, contains a minimum of background information and rationale but instead present the findings and describe ways of utilizing these findings to design and structure jobs, while Section I, Methods, is designed basically for the use of the Office of Education Bureau of Research and for those persons interested in the research methodology as well as the findings.

IV. REFERENCES--lists those references cited in the various sections.

V. APPENDICES--two appendices are included. The first, appendix A, is the complete Jobs in Instructional Media Study Interim Report, produced in December of 1969 at the end of the first phase of the project. This report contains extremely detailed explanations of the rationale for Phase I of the study, the techniques used, and the sampling methodology. Rather than repeat the 300 plus pages of information in that report in the body of the final report it was decided simply to append it to the final report in order to provide additional background.

Appendix B is an annotated listing of programs to train media technicians in two year colleges. This listing also represents one of the substantive outcomes of the project. Over 300 copies of this listing were distributed by the project and almost as many have been reproduced and sold by AECT. It is now carried by AECT as a regular publication and it is now being updated.

This, then is the format of this final report. It has been designed with specific users in mind and we hope that it will meet the ends for which it is designed.

Section I

METHODS

Jobs in Instructional Media Study

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I. METHODS

A. Background - Phase I

Detailed explanation of the rationale for using the methodology adopted in this project are provided in the Interim Report (section V, appendix A). Copies of the scales used and descriptions of the data-gathering and data analysis are also provided in the Interim Report. The following is a brief summary of the methodology developed during Phase I. This will be followed (starting on p. 17) by explanations of how this Phase I methodology was modified and refined during Phase II.

In order to look at jobs as they are performed in the instructional media field, two major aspects were examined simultaneously - WHAT THE WORKER DOES and WHAT GETS DONE.

A theoretical model of the field - entitled the Domain of Instructional Technology (DIT) - was adopted as a way of looking at what gets done in the field. This model was developed initially by the project staff of the Media Guidelines Project (funded by the U.S. Office of Education) at Teaching Research Division, Oregon State System of Higher Education. The version of the model used in the JIMS project differs somewhat from the original conception. Primary credit for the development of the model is due to Dr. Kenneth Silber.

The Domain of Instructional Technology describes the functions which need to be performed to meet the objectives of the field. The model is described in more detail in Section II D - Tables and Definitions of the JIMS Package.

In order to look at what the worker does, the project adopted the technique of Functional Job Analysis (FJA). Functional Job Analysis has for a number of years been a useful tool for defining tasks in terms of level of complexity.

In recent years, modifications of the basic Labor Department technique (U.S. Department of Labor, 1965) have been made by Dr. Sidney Fine of the Upjohn Institute for Employment Research. By combining FJA with a systems approach, Dr. Fine has developed a methodology which is particularly useful for structuring job ladders and for designing related training programs. (see Fine, 1969).

Shaping the whole progress of the JIMS project has been a deep philosophical commitment to the goals of the New Careers movement (Pearl and Riessman 1965). It has been the intent of the project throughout to break down some of the rigid credentialing systems which permeate the education field and to open up new avenues for employment to those who lack advanced academic credentials.

In the first phase of the project, the work of more than one hundred people, 40% "professional" and 60% "paraprofessional," was observed and analyzed according to Functional Job Analysis and Domain of Instructional Technology. The sample of workers was a stratified random sample drawn from public schools, colleges and universities, industrial facilities, and government and military sites. The jobs observed were broken down into a total of over 1,200 tasks. These tasks were placed in a two-dimensional matrix which is a way of looking at the instructional media field in terms of what the worker does and what gets done. In any one cell of the matrix are grouped tasks which have the same orientation and level of complexity of FJA and the same purpose and activity of the DIT.

The data bank proved to be a rich resource for many purposes: for job design, for curriculum design, and for providing information to counselors on jobs and career possibilities. These are outlined in the Interim Report, which demonstrates ways in which the listing of task statements can be used as a basis for curriculum design. It also demonstrates how the task listing can be used for restructuring jobs. A number of theoretical alternative structures for jobs are explained. From these theoretical alternatives for job structures, job descriptions can be developed. The Interim Report lists job descriptions for 36 theoretical positions and combines them into three sample career ladders. These 36 positions are but a small fraction of the potential job descriptions which could be developed. They are merely a few samples of an incredible potential.

B. Phase II Activities

1. Building data base to fill current gaps.

In the second phase of the project, one of the most important activities was to expand the data bank to fill gaps in the data base. Since the focus in the first phase of the project was on the paraprofessional or Entry Level, the majority of tasks in the original data bank were at a low level of complexity. An analysis of the data also showed major gaps in the DIT areas of Research, Design, Evaluation, Personnel and Utilization. During the second phase of the project, the data bank was expanded in these areas by means of:

a. Incorporating data from the Media Guidelines Project, Teaching Research Division of the Oregon State System of Higher Education.

b. Increasing observations through job analysis in local areas and areas of specialization.

These means are described in more detail, as follows:

a. Incorporating data from Oregon Study.

Dr. Kenneth Silber, formerly on the staff of the Media Guidelines Project, worked closely with JIMS staff during the Phase II of the project in incorporating data from the Oregon study. Dr. Silber received extensive training in the Functional Job Analysis methods adopted by JIMS. As a result of this incorporation effort, the staff with Dr. Silber's aid was able to identify, transcribe, and incorporate approximately 500 task statements from the Oregon data bank into the JIMS data bank.

b. Increasing observations through job analysis in local areas and areas of specialization.

Additional data were also gathered by means of on-site observations in the local area. Special arrangements were also made with Eastman Kodak for job analysis to be performed on personnel in market and equipment research - areas of specialization not previously covered by the data.

By these means, the original data bank from Phase I was expanded considerably. In the first phase of the project, 1,267 task statements were gathered by means of 110 on-site observations. This total included, however, approximately 400 duplications which left only about 800 unique statements. In the second phase of the project, as a result of 30 selected on-site analyses, and by incorporating data from the Media Guidelines Project, the data bank was expanded to a listing of about 2,200 unique task statements. The 1,200 task statements in the first phase included many duplications which have been eleminated in the final data bank.

2. Refining the methodology.

Another major activity of Phase II of the project was to refine the methodology developed in Phase I for clustering and analyzing the task analysis data.

The matrix used in Phase I as a means for organizing and clustering the data was based on the assumption that jobs are composed of tasks, and that moving up a career ladder involves mastering tasks at increasingly high levels of complexity. This approach does work to a certain extent and it was possible to derive job descriptions and career ladders from the clusters of tasks in Phase I. However, the limitations and dangers through oversimplification of this approach became more and more evident as the second phase of the project progressed. It became clear, in dealing with the data, that upward mobility involves not simply taking on tasks at increased levels of complexity but actually performing tasks in a different way. A rationale for this approach and definitions of what the different way is as one moves up a career ladder have been developed and are discussed in the following sections and in the JIMS Package.

There are a number of ways of approaching the problem of defining levels of personnel - from using academic credentials to length of employment. However, in terms of a New Careers approach, the most effective way is to define personnel in terms of the complexity of the tasks performed.

One of the most widely accepted tools for defining the complexity of tasks is Functional Job Analysis (FJA). The technique of Functional Job Analysis measures the worker's involvement with a task according to three dimensions:

1. Worker Functions: What workers do - the levels on which they function in relation to Data, People, and Things. (3 scales)
2. Worker Instructions: What workers are instructed to do to get the job done. (1 scale)
3. General Educational Development: what reasoning, math, and language skills workers need to know to carry out instructions. (3 scales)

The scales[1] can be pictured as follows:

WORKER FUNCTIONS				GENERAL EDUCATIONAL DEVELOPMENT		
Data	People	Things	WORKER INSTRUCTIONS mix of prescribed and discretionary responsibility	Reasoning	Math	Lang

Figure I-1 - Relationship of FJA Scales

---

[1] See Section II D - Tables and Definitions - FJA Tables for copies of the scales.

The levels in these scales are arranged ordinally - ranging from the most simple, at Level 1 on each of the scales, to the most complex. Although the scales are distinct, each measuring a different aspect of the task being performed, they are also all related.

3. Running comparisons of Functional Job Analysis data

In order to understand more fully how each was related, correlations were run on data gathered in Phase I of JIMS.

There is much of practical value to be gained from such an understanding of these scales. The FJA/DIT matrix, in particular, would benefit from the flexibility to be gained by substituting or amalgamating scales where appropriate.

Accordingly, during this period of the project, correlations were run between each of the seven scales - Worker Instruction; Data, People, Things, (Worker Functions); Reasoning, Math, Language (G.E.D.)

A number of problems were encountered in selecting the most appropriate means of computing this relationship.

The first problem was due to the large number of observations (N) being analyzed. The smallest N in a comparison was 296 (the tasks which were People Significant); the largest N was 1,267 (the total number of observations from Phase I of the project). When these data were inserted into a cross-tabulation table in preparation for computation, a considerable number of tied observations were evident.

The second problem arose from the FJA scales themselves. The levels of the scales are not equal either across scales or within a single scale. The levels serve only to rank the data in an ascending order.

The third constraint was that the scales are not uniform in length and do not contain the same number of levels on each scale (e.g. readings from 1 to 7 are obtained on the Worker Instruction scale, while the Things scale is limited to only three levels, from 1 to 3).

With the assistance of a statistical consultant, an appropriate formula was selected to analyze the data with the constraints described. This formula, Oster Rho (rho(g)), is a "generalized analogue of Spearman's formula:(Oster, 1964) and is particularly appropriate for computing the correlation ot rank order data, with a sizable number of ties, where the x and y axes do not correspond. Ury, in discussing this formula, said:

> "rho(g) is...a quick approximation for rho(b), of particular use when the configurations of ties are sizable but similar in the two rankings.(Ury, 1964)

Using the formula:

$$\text{rho}(g) = 1 - \frac{6\ n(R_x - R_y)^2}{N^3 \overline{- {}_{x,y}F_o{}^2}}$$

correlations were computed for each of the seven FJA scales. The following table shows the results of the computation, ranked in order of significance. (see Figure I-2, p. 21)

An analysis of the findings shows that the scale of Worker Instruction is most closely related to the other scales. The one exception to this generalization is the relationship of Worker Instruction and Math. Indeed the Math scale, as a whole, corresponds the least with the other scales. An analysis of the scattergrams readily provides a reason for this discrepancy. Of the 1,267 total observations made, 1,082 were recorded at Level I on the Math scale. This heavy skewing of the data on the Math dimension precludes significant correlations with any of the other scales.

The People scale also has a comparatively low correlation with the other scales. A possible reason for this is also revealed through an analysis of the scattergrams. A bi-modal distribution is found in the observations on the People dimension with heavy weightings at Level 2 (Exchanging Information) and Level 4 (Instructing/Consulting).

The low correlations of the Things scale and the comparatively low correlation of the People scale can both be explained on the basis of the type of data gathered. In the instructional media field, few tasks were seen as requiring more than minimal mathematical ability; and the majority of involvement with people was observed at a level of exchanging information or instructing/consulting. These factors may or may not pertain in other fields of work. Additional studies in different employment fields should be performed in order to check the overall validity of these findings.

4. Refining theoretical conceptions.

The high correlation of the Worker Instruction scale with all other scales provides a means of utilizing one single scale as a way of organizing the task statements according to the complexity of what workers do, rather than the three scales of Data, People and Things used in Phase I of the project.

This is not to say, by any means, that the other data gathered by FJA on the Worker Functions or General Educational Development is unimportant. It is, in fact, crucial information in the curriculum development phase. However, for the purposes of organizing and

Figure I-2

Correlations of FJA Scales - Based on Data From JIMS Phase I

I. LISTING OF CORRELATIONS

		CORRELATION	N
1.	Data/Reasoning	.8494	666
2.	Data/Math	.1859	666
3.	Data/Language	.7179	666
4.	Data/People	.3235	666
5.	Data/Things	.1165	666
6.	People/Reasoning	.3485	296
7.	People/Math	.0303	296
8.	People/Language	.2726	296
9.	People/Data	.2828	296
10.	People/Things	.1514	296
11.	Things/Reasoning	.4534	524
12.	Things/Math	.1987	524
13.	Things/Language	.2392	524
14.	Things/Data	.4333	524
15.	Things/People	.0064	524
16.	Worker Instruction/Reasoning	.8737	1,265
17.	Worker Instruction/Math	.1608	1,267
18.	Worker Instruction/Language	.7361	1,267
19.	Reasoning/Math	.2111	1,267
20.	Reasoning/Language	.7790	1,267
21.	Math/Language	.1597	1,267
22.	Worker Instruction/Data	.8586	666
23.	Worker Instruction/People	.3362	296
24.	Worker Instruction/Things	.4878	524

II. RANKED IN ORDER OF CORRELATION

1.	Worker Instruction/Reasoning	.8737	1,267
2.	Worker Instruction/Data	.8586	1,267
3.	Data/Reasoning	.8494	666
4.	Reasoning/Language	.7790	1,267
5.	Worker Instruction/Language	.7361	1,267
6.	Data/Language	.7179	666
7.	Worker Instruction/Things	.4878	524
8.	Things/Reasoning	.4534	524
9.	Things/Data	.4333	524
10.	People/Reasoning	.3485	296
11.	Worker Instruction/People	.3362	296
12.	Data/People	.3235	666
13.	People/Data	.2828	296
14.	People/Language	.2726	296
15.	Things/Language	.2392	524
16.	Reasoning/Math	.2111	1,267
17.	Things/Math	.1987	524
18.	Data/Math	.1859	666
19.	Worker Instruction/Math	.1608	1,267
20.	Math/Language	.1597	1,267
21.	People/Things	.1514	296
22.	Data/Things	.1165	666
23.	People/Math	.0303	296
24.	Things/People	.0064	524

clustering the data, only the scale of Worker Instruction is used. The new FJA/DIT matrix as developed in Phase II is shown on the following page as Figure I-3.

An examination of the levels of the scale of Worker Instruction has shown that the scale can be broken into three main categories which represent three levels of task performance. The way in which the three levels (which have been labelled Entry, Middle and Advanced) were developed is discussed in the General Introduction to the JIMS Package (p. 33)

Because the three levels of personnel are different in terms of both job structures and training required, there are three different formats for the task inventories and curriculum guidelines for the three levels of personnel. The three formats reflect the focus of the worker's attention at the different levels, the main distinction being that the Entry Level task inventories and curriculum guidelines are organized according to Activities, the Middle Level task inventories and curriculum guidelines according to Outcomes and the Advanced Level task inventories and curriculum guidelines according to Purposes. The differences between the formats are listed and explained in the JIMS Package, introductions to the Task Inventory and Curriculum Guidelines. (pp. 65 and 251).

In order to get the task data in a format which would allow these three formats to be developed it was necessary to develop a three-part task statement, consisting of an Activity Statement, an Outcome Statement and a Purpose Statement. Each of these Statements is defined and described in Section II D - Tables and Definitions of the JIMS Package.

The move from a two-part statement used in Phase I, to the three-part task statement, entailed reprocessing, re-transcribing and re-punching all the data. Since this was required and since a greater flexibility in sorting and presenting the data was considered desirable, a new method for processing the data was sought. After some discussion with data-processing consultants, a new data processing system - IBM System 3 - was selected. This system has a number of advantages. Like the manual card sort/printer method used in Phase I of JIMS, the System 3 is a very economical way of processing data. It has an additional advantage over other punched card systems in that the cards used in System 3 can accommodate 96 characters as compared with the regular 80 characters.

The data was processed to produce two sets of outcomes - a set of curriculum guidelines for the three levels of personnel and a set of task inventories for the three levels of personnel. The guidelines and inventories at each of the levels correspond to each other in terms of the order in which the tasks are arranged but they differ in terms of the layout and purpose.

Figure I-3 - Revised FJA/DIT Matrix (Phase II)

WHAT WORKERS DO
(General Skills
and Knowledge)
FUNCTIONAL
JOB ANALYSIS

WHAT GETS DONE IN THE MEDIA FIELD

(Field Specific Skills)

DOMAIN OF INSTRUCTIONAL TECHNOLOGY

Worker Instruction / DIT Functions	Management	Personnel	Research	Design	Production	Evaluation	Support/Supply	Utilization	U/Dissemination
Level 1									
Level 2									
Level 3									
Level 4									
Level 5									
Level 6									
Level 7 - 8									

5. Developing a task inventory from tasks identified and pilot testing it.

A task inventory is a total listing of task statements about what all workers do on the job, arranged in check list fashion and used to gather information about what a specific group of workers do on the job. The information gathered can be used for management or training purposes.

The design of the inventories in the JIMS package owes much to the research performed in the Air Force by Dr. Ray Christa, et **al.**(see Job Analysis in the United States Air Force, by Joseph E. March, Joseph M, Madden, Maj. USAF and Raymond E. Christal, February 1961).

The format of the task inventory was pilot tested with a selected group of participants in November 1970. The participants represented instructional media personnel from New York State and California - 15 inventories at each level were pilot tested. Participants were asked to complete the inventories according to the written directions and then to respond to the format and content of the inventory on a Reaction Sheet (a copy of the Reaction Sheet appears as Figure I-4 on the following page).

An analysis of the Reaction Sheets showed that the participants as a whole felt very positively about the inventories. They felt that the format was on the whole easy to understand, that the content was representative and inclusive of tasks performed in the field. The major criticism, expressed by many participants, was that the inventories were too long. According to some participants, the inventory at the Advanced Level can take up to 4 hours to complete. On the other hand, many participants recognized that to reduce the length of the inventory would be to reduce its effectiveness since many task would have to be eliminated. An analysis of the responses seemed to support this contention, since, especially at the Advanced Level, the vast majority of tasks were checked by at least one participant.

As a result of the pilot testing of the inventory, minor changes in the format and instructions have been made. The criticism of the inventory in terms of it being overly long, would suggest that either incentives in the form of extra money, or free time, should be offered to future recipients of the inventory or that individual workers might be given sections of the inventory to complete rather than the total inventory.

6. Developing a model for selecting curriculum approaches.

The curriculum guidelines, like the task inventories, are comprised of listings stated in behavioral terms of tasks performed in the instructional media field. There are three separate listings - for Entry, Middle and Advanced Level learners - which correspond to the three levels of personnel as defined in the General Introduction to the JIMS Package.

Figure I-4

Reaction Sheet for JIMS Task Inventory Pilot Test

Since this Task Inventory is in the development state, we would like your assistance in improving it to make it as effective as possible. After responding to the Inventory, please complete this Reaction Sheet so that we can evaluate the effectiveness of the Task Inventory.

(1) FORMAT What is your opinion of the way in which this listing is arranged? Is it easy to read? confusing? Were the instructions easy to understand?

(2) CONTENT What is your opinion of the kinds of statements included in the Inventory? Are they representative of the tasks performed in the instructional media field? Is the wording clear? confusing?

(3) LENGTH Approximately how long did it take you to complete the inventory? ________ minutes. Do you feel that the inventory is too long? not inclusive enough?

(4) Please add any other comments or reactions you have. Do you have specific suggestions for improving the inventory?

Although the task statements contained in the curriculum guidelines are based on data derived from a wide sample of persons in the instructional media field, the guidelines by no means represent a complete and comprehensive listing of all tasks performed in the field. The listing should be considered as a resource to the training director who is able to convert the listing into curriculum only by using a training approach, or general model, which is based on an understanding of Functional Job Analysis and the Domain of Instructional Technology and by addition additional tasks, which the worker is not aware of performing to the existing task listing.

7. Developing instructional tactics for one curriculum approach and strategy.

Following the computer printout of the curriculum guideline is one sample unit of curriculum which has been developed to illustrate how curriculum units can be developed from the guidelines. This, in turn, is followed by a general model for curriculum development which describes the steps which must be followed in order to develop curriculum units from the guidelines. The procedure described in the general model for curriculum development can be applied to any unit in the data bank, regardless of the level or content.

8. Disseminating information about the aims and the results of the project.

While there have been articles about the project, especially in the May 1970 issue of Audiovisual Instruction, most of the dissemination has been through presentations made at meetings and seminars. In 1969 at Detroit, a multimage presentation was made both at a closed meeting of the AECT Commission on the Professional Education of Media Specialists and at a concurrent session open to the public. At the 1970 AECT convention in Philadelphia, a presentation was made at a concurrent session open to the general public. Other presentations have been made to AECT staff and committees, to seminars of the W.E.Upjohn Institute for Employment Research, and to an NDEA Summer Institute for Trainers of Library Aides.

Perhaps one of the most significant advances has come with the link between the Jobs in Instructional Media Study and the Curriculum Development Institute at Syracuse University. The Curriculum Development Institute was charged with the task of investigating curriculum for the media specialist in education. After some study, they chose as the base of their work the data and framework from the JIMS. Staff members of JIMS made presentations to and worked with the Institute fellows to explain and further develop the curriculum materials of the JIMS. The Curriculum Development Institute later held a three day seminar to which directors of programs for training media personnel were invited. During this seminar, over eighty such directors learned of the JIMS, of the developments of CDI, and of the immense problem of bringing together a diverse field and then creating career patterns within that field.

The materials developed for such presentations have created a slide and transparency file which is currently lodged with the Association for Educational Communications and Technology as the basis for further presentations as needed. There are some duplicate materials with the Curriculum Development Institute at Syracuse University. AECT also plans further dissemination of the information and the AECT Board of Directors recognized "...the outstanding contribution of the JIMS study to the field. The JIMS Report was labeled as the most definitive statement of the concerns of AECT that has yet been developed." (*Audiovisual Instruction*, 16:5; February 1971.) This sort of recognition on the part of the professional association representing educational media should insure the further development and promulgation of the research of the Jobs in Instructional Media Study.

Section II

RESULTS

(JIMS Package)

Jobs in Instructional Media Study

II. RESULTS - JIMS PACKAGE

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II. RESULTS - JIMS PACKAGE

A. General Introduction

1. Introduction to JIMS Package

The JIMS Package is the result of a research project to examine jobs in the instructional media field in order to propose new job structures, career ladders, and training programs. A detailed analysis of the rationale for the project can be found in the Interim Report of JIMS (Wallington, et al. 1969). This section, the JIMS Package, is not devoted to theory, but instead to practical instructions on how to apply the results of the project to a systematic analysis of tasks performed and to design training programs to fit the tasks. The following sections are included:

a. General Introduction

This briefly describes the background of the project and the rationale for defining three levels of tasks - Entry, Middle and Advanced.

b. Task Inventory

This part contains a brief introduction explaining how to use a task inventory. Three inventories are included, one for each of the levels of personnel.

c. Curriculum Guidelines

This part contains a brief introduction explaining the curriculum guidelines, and is followed by three sets of guidelines - one each for Entry, Middle and Advanced Levels. Also included is a sample unit of curriculum to illustrate how the guidelines can be used to develop curriculum. This is followed by a detailed explanation of how the sample unit was developed according to a curriculum development model.

d. Tables and Definitions

This section contains the back-up information necessary for a full understanding of the methodology used in developing the task inventories and curriculum guidelines.

It contains a complete set of the Functional Job Analysis scales as well as a description of the Domain of Instructional Technology. Also included is a list of definitions to clarify some of the technical terms used in the rest of the package.

2. Background

Begun in September 1968, the Jobs in Instructional Media Study (JIMS) is a research project funded by the Bureau of Research, Office of Education, and sponsored by the Division of Educational Technology, National Educational Association.

The primary objective of JIMS is to look at jobs as they are performed in the instructional media field, in order to recommend new ways of using staff available by designing job structures and career ladders, and to recommend training programs for new personnel entering the field.

The project has been conducted in two phases. The first phase, which ran from September 1968 to November 1969, was concerned mainly with designing a methodology for gathering and analyzing information on jobs, and with performing on-site task analysis on a sample of workers in the field. In the second phase, from November 1969 until August 1971, the main activities were to refine the methodology developed in Phase I, to fill in gaps in the data bank to assure a more comprehensive coverage of the field, and to present the information on job structures and training in a format which would be more readily usable by personnel in the field of instructional media.

3. Methodology

In order to look at jobs as they are performed in the instructional media field, two major aspects were examined simultaneously - WHAT THE WORKER DOES and WHAT GETS DONE.

A theoretical model of the field - entitled the Domain of Instructional Technology (DIT) - was adopted as a way of looking at what gets done in the field. This model was developed initially by the project staff of the Media Guidelines Project (funded by the U.S. Office of Education) at Teaching Research Division, Oregon State System of Higher Education. The version of the model used in the JIMS project differs somewhat from the original conception. Primary credit for the development of the model is due to Dr. Kenneth Silber.

The Domain of Instructional Technology describes the functions which need to be performed to meet the objectives of the field. The model is described in more detail in Section II A 4, Theoretical Conceptions of Phase II (p. 36) or in Section II D 3, Tables and Definitions (p. 456).

In order to look at what the worker does, the project adopted the technique of Functional Job Analysis (FJA). Functional Job Analysis has for a number of years been a useful tool for defining tasks in terms of levels of complexity.

In recent years, modifications of the basic Labor Department technique have been made by Dr. Sidney Fine, of the Upjohn Institute for Employment Research. By combining FJA with a systems approach, Dr. Fine has developed a methodology which is particularly useful for structuring job ladders and for designing related training programs. This methodology is described in Section II 4 A, Theoretical Conceptions of Phase II (p. 36), and in Section II D 2, Tables and Definitions (p. 447). Shaping the whole progress of the JIMS project has been a deep philosophical commitment to the goals of the New Careers movement. It has been the intent of the project throughout to break down some of the rigid credentialing systems which permeate the education field, and to open up new avenues for employment to those who lack advanced academic credentials.

In the first phase of the project, the work of more than 100 people, 40% "professional" and 60% "paraprofessional" by job title was observed and analyzed according to Functional Job Analysis and Domain of Instructional Technology. The sample of workers was a stratified random sample drawn from public schools, colleges and universities, industrial facilities, and government and military sites. The jobs observed were broken down into a total of over 1,200 tasks. These tasks were placed in a two-dimensional matrix, which is a way of looking at the instructional media field in terms of WHAT THE WORKER DOES and WHAT GETS DONE. In any one cell of the matrix are grouped tasks which have the same orientation and level of complexity of FJA and the same purpose and activity of the DIT.

The data bank proved to be a rich resource for many purposes: for job design, for curriculum design, and for providing information to counselors on jobs and career possibilities. These are outlined in the Interim Report produced at the end of Phase I, whichis available from ERIC or from the Association for Educational Communications and Technology as Jobs in Instructional Media. The report shows ways in which the listing of task statements can be used as a basis for curriculum design. It also demonstrates how the task listing can be used for restructuring jobs. A number of alternative structures for jobs are explained. From these theoretical alternatives for job structures, job descriptions can be developed. The report lists sample job descriptions for 36 possible positions and combines them into three sample career ladders.

In the second phase of the project, one of the most important activities was to expand the data bank. Since the focus in the first phase was on the paraprofessional, or entry level, the majority of tasks in the data bank were at a low level of complexity. There were also too few tasks involving Research or Design. By means of selected on-site analyses and by incorporating data from the Media Guidelines Project, the data bank in the second phase was expanded to a listing of about 2,200 unique task statements. The 1,200 task statements in the first phase included many duplications which have been eliminated in the final data bank.

The matrix used in Phase I as a means for organizing and clustering the data was based on the assumption that jobs are composed of tasks, and that moving up a career ladder involves mastering tasks at increasingly high levels of complexity. This approach does work to a certain extent, and it was possible to derive job descriptions and career ladders from the clusters of tasks in Phase I. However, the limitations and dangers through oversimplification of this approach became more and more evident as the second phase of the project progressed. It became clear, in dealing with the data, that upward mobility involves not simply taking on tasks at increased levels of complexity, but actually performing tasks in a different way.

This realization necessitated a revision of the theoretical basis of JIMS. The revised theory would have to a) retain the two dimensional format of the JIMS-DIT matrix which had proven useful, but b) take into account the new relationships which had been discovered. The theoretical conceptions developed for Phase II of JIMS are given in the next section.

4. Theoretical Conceptions of Phase II.

There are a number of ways of approaching the problem of defining the types and levels of personnel in a field--from using academic credentials in subject areas to measuring length of employment. In terms of a New Careers approach, however, the most effective and useful way to define personnel is in terms of the types and complexity of the tasks performed.

Tasks can be classified in two ways by the type and complexity. They can be classified according to WHAT THE WORKER DOES-using Functional Job Analysis scales, and according to WHAT GETS DONE--using the Domain of Instructional Technology Functions. A simplified version of this two way classification using the Functional Job Analysis scale of Worker Instructions and the Domain of Instructional Technology's functions is shown in Figure II-1.

The next two sections will discuss each of the dimensions in detail; the third section will present the full revised JIMS theoretical model and discuss its implications for training and job restructuring.

Figure II-1 - A Simplified Version of the JIMS Theoretical Matrix

WHAT WORKERS
DO
(General
Skills and
Knowledge)
FUNCTIONAL
JOB
ANALYSIS

WHAT GETS DONE IN THE MEDIA FIELD

(Field Specific Skills)

DOMAIN OF INSTRUCTIONAL TECHNOLOGY

Worker Instruction DIT Functions	Management	Personnel	Research	Design	Production	Evaluation	Support/Supply	Utilization	U/Dissemination
Level 1	TASKS								
Level 2									
Level 3									
Level 4									
Level 5									
Level 6									
Level 7 - 8									

a. Worker Instruction--Functional Job Analysis

One of the most widely accepted tools for defining the complexity of tasks is Functional Job Analysis (FJA). The technique of Functional Job Analysis measures the worker's involvement with a task according to three dimensions:

1. Worker Functions: WHAT WORKERS DO - the levels on which they function in relation to Data, People and Things. (3 scales)
2. Worker Instructions: How much instruction the worker receives to get the job done. (1 scale)
3. General Educational Development: what reasoning, math and language skills workers need to know to carry out instructions. (3 scales)

See Figure II-2 for a visualization of scales and relationships.

WORKER FUNCTIONS				GENERAL EDUCATIONAL DEVELOPMENT		
Data	People	Things	WORKER INSTRUCTIONS mix of prescribed and discretionary responsibility	Reasoning	Math	Lang

Figure II-2 - Relationship of FJA Scales[1]

---

[1] See Section II D 2, Tables and Definitions - FJA Tables for copies of the scales.

The levels in these scales are arranged ordinally - ranging from the most simple, at Level 1 on each of the scales, to the most complex. Although the scales are distinct, each measuring a different aspect of the task being performed, they are also all related. In order to understand more fully how each was related, correlations were run on data gathered in Phase I of JIMS. As a result of the statistical analysis, it was found that the scale of Worker Instruction correlates very highly with most other scales used in Functional Job Analysis. It was therefore decided to utilize this scale to organize the task statements according to the complexity of what the worker does.

This is not to say, by any means, that the other data gathered by FJA on the Worker Functions or General Educational Development is unimportant. It is, in fact, crucial information in the curriculum development phase. However, for the purposes of organizing and clustering the data, only the scale of Worker Instruction (WI) is used. (FJA Worker Functions Scales - especially Data, People, Things -- will be referred to later in this section with regard to training.)

The definitions of the levels on the Worker Instruction scale which appear in Figure II-3, can be broken down into a number of categories which demonstrate clearly how the level of responsibility increases as the worker moves up the scale. Thus, an examination of the definition of Level 1 shows that the worker is given all he needs to know in order to perform the task. At Level 7-8, the worker must not only determine what needs to be done, as well as how, why, and when, but is also responsible for assigning work to others.

The next table (Figure II-4) represents a more usable breakdown of the definitions of the Worker Instruction scale according to levels and categories. An analysis of this breakdown will show that there are two large steps in complexity between the levels. Between Levels 1 and 2, the worker becomes responsible for one additional facet of the task and has "some leeway in the procedures and methods he can use to get the job done." Between Levels 2 and 3, two more facets are left to the worker's discretion and he is responsible for selecting his tools and equipment and has some leeway about the time he takes to perform a task. The first big jump occurs between Levels 3 and 4, where the worker becomes responsible for an additional three facets, one of which is the quantum shift of being responsible for assigning work to others. From Levels 4 to 5 the transition is again a small (but significant) one, as the worker becomes responsible for using theory in order to perform tasks. From Levels 5 to 6 is another giant leap, as the worker must take on increased responsibility in not just

Figure II-3

SCALE OF WORKER INSTRUCTIONS

LEVEL	DEFINITION
1	Inputs, outputs, tools, equipment, and procedures are all specified. Almost everything the worker needs to know is contained in his assignment. He is supposed to turn out a specified amount of work or a standard number of units per hour or day.
2	Inputs, outputs, tools, and equipment are all specified, but the worker has some leeway in the procedures and methods he can use to get the job done. Almost all the information he needs is in his assignment. His production is measured on a daily or weekly basis.
3	Inputs and outputs are specified, but the worker has considerable freedom as to procedures and timing, including the use of tools and equipment. He has to refer to several standard sources for information (handbooks, catalogs, wall charts). Time to complete a particular product or service is specified, but this varies up to several hours.
4	Output (product or service), is specified in the assignment, which may be in the form of a memorandum or of a schematic (sketch or blueprint). The worker must work out his own ways of getting the job done, including selection of tools and equipment, sequence of operations (tasks), and obtaining important information (handbooks, etc.). He may either carry out work himself or set up standards and procedures for others.
5	Same as (4) above, but in addition the worker is expected to know and employ theory so that he understands the whys and wherefores of the various options that are available for dealing with a problem and can independently select from among them. He may have to do some reading in the professional and/or trade literature in order to gain this understanding.
6	Various possible outputs are described that can meet stated technical or administrative needs. The worker must investigate the various possible outputs and evaluate them in regard to performance characteristics and input demands. This usually requires his creative use of theory well beyond referring to standard sources. There is no specification of inputs, methods, sequences, sources, or the like.
7	There is some question as to what the need or problem really is or what directions should be pursued in solving it. In order to define it, control and explore the behavior of the variables, and formulate possible outputs and their performance characteristics, the worker must consult largely unspecified sources of information, and devise investigations, surveys, or data analysis studies.
8	Information and/or direction comes to the worker in terms of needs (tactical, organizational, strategic, financial). He must call for staff reports and recommendations concerning methods of dealing with them. He coordinates both organizational and technical data in order to make decisions and determinations regarding courses of action (outputs), for major sections (divisions, groups), of his organization.

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Figure II-4

Breakdown of Worker Instruction Scale According to Levels and Categories

Use of Theory	Output	Standards	Input	Tools and Equipment	Procedures	Assigning Work to Others	Feedback	Time Limit	Worker Instruction Level
NA	-	-	-	-	-	-	-	-	1
NA	-	-	-	-	e	-	-	-	2
NA	-	-	-	e	e	-	-	e	3
NA	-	e	e	e	Sy	e	e	e	4
e	-	Sy	e	e	Sy	e	e	e	5
Dev	e	Dev	Dev	e	Dev	Dev	Dev	Dev	6
Dev	Dev	Dev	Dev	Dev	Dev	Dev	Dev	Dev	7-8

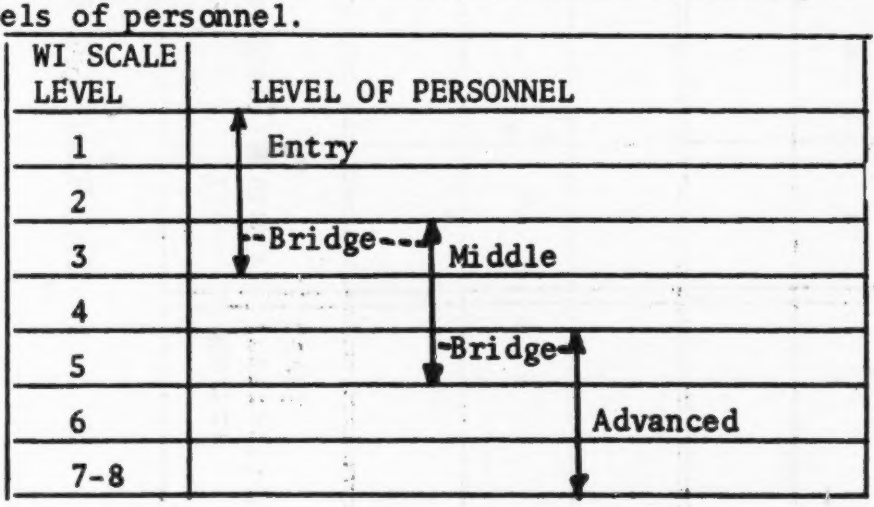
CODE: - = Assigned to worker e = Worker selects Sy = Worker synthesizes Dev = Worker devises
NA = Not applicable

determining procedures, inputs and utilizing theory, but also in devising procedures and making creative use of theory. The final transitions between Levels 6 and 7 and between 7 and 8 are again relatively small, as the worker reached the highest level of discretion.

In light of the goal of JIMS - which is to design curriculum guidelines to train personnel in the instructional technology field - it seemed to make sense to utilize the three WI groupings derived from Figure II-4 as a means of classifying levels of personnel in the field. It must be stressed that these three levels of personnel, as defined and utilized in the ensuing report, derive directly from the definitions of the Worker Instruction scale as used in Functional Job Analysis. They are to some extent arbitrary classifications. The choice of three levels is based on the fact that the definitions seem to break most logically into three groups, and three is an easier number of levels to deal with than seven. The three levels have been labelled Entry, Middle and Advanced. Again, these are arbitrary labels and not necessarily the best available. Originally, the three levels were labelled Aide, Technician and Specialist. These were changed in order to avoid confusion with the New Careers definitions of Aide, and to avoid the connotations surrounding the label "Technician" in the instructional media field.

The Entry Level refers to those tasks at Levels 1, 2 and 3 of Worker Instruction where the worker is involved in the performance of discrete tasks under prescribed conditions and instructions. The Middle Level refers to those tasks at Levels 3, 4 and 5 of Worker Instruction where the worker is concerned with a sequence of tasks leading to a specified outcome. The Advanced Level refers to those tasks at Levels 5, 6 and 7 of Worker Instruction where the worker is concerned with setting goals and policy and assigning work to others to meet purposes.

The following table (Figure II-5) shows a breakdown of the levels of the Worker Instruction scale according to the three levels of personnel.



WI SCALE LEVEL	LEVEL OF PERSONNEL
1	Entry
2	
3	-Bridge-- Middle
4	
5	-Bridge-
6	Advanced
7-8	

Figure II-5

Relationship Between Level of Worker Instruction and Level of Personnel

Thus, tasks at Level 3 of Worker Instruction are included in both the Entry and Middle Level groupings, and tasks at Level 5 are included in both the Middle and Advanced Level groupings.

There is a two-fold reason for this overlap. Although we have said that the major breaks in increasing responsibility occur between Levels 3 and 4 and Levels 5 and 6, it is still difficult to categorically define an exact point below which all tasks belong to one level and above which all tasks belong to another. In order to avoid the problems which would arise from such a categorical break, tasks at Level 3 are considered to be high-level Entry Level tasks as well as low-level Middle Level tasks. And tasks at Level 5 are considered to be high-level Middle Level tasks and low-level Advanced Level tasks. This overlap also has considerable advantages from the point of view of the career ladder concept in job structuring. These common tasks provide Entry Level tasks for personnel as they move up in the career ladders.

When the definitions of the Worker Instruction scales (Figure II-3) for Levels 1-3, Levels 3-5, and Levels 5-7 are examined as a whole, the following definitions for the three levels of personnel can be derived:

ENTRY:

Entry Level personnel have specific instructions about the tasks they perform. The task may be only part of a process, the other parts of which the worker cannot or does not control. Entry Level personnel can be trained for a task in a relatively short period of time, since almost everything they need to know is contained in the task. They are not required to solve problems external to the task. If something happens which is not covered by the instructions, the Entry Level worker asks for help and cannot be held responsible for solving the problem.

MIDDLE:

Middle Level personnel have instructions which deal more with a cluster of tasks leading to a specified output or outcome. They may have a choice of routines to reach a given output. They have a broader view of the situation and are expected to generalize more from task to task than personnel at the Entry Level. The Middle Level worker is responsible for the product as long as all of the routines necessary to reach the output have been specified and made available to him.

ADVANCED:

Advanced Level personnel do not have tasks specified. They are responsible for solving a general problem and must determine what the product should be as well as how to achieve it. Having defined the goals, they are often forced to develop the routines of tasks necessary to achieve the goals. They deal with a broad process approach.

By combining the information about level and categories of Worker Instructions (from Figure II-4) with these definitions, we can derive another important piece of information about the three levels of personnel--the procedures that personnel at each level follow in performing their tasks. These procedures for task performance, given in Figure II-6, indicate what information a worker at each level is given to initiate his task and what general steps he goes through in performing the task. It is clear from the chart that each level of personnel is given different information and follows a very different sequence of steps.

The distinctions between the three levels of personnel, then, are in the areas of (1) focus of the worker's attention, and (2) the procedures for task performance.

> Entry Level workers are concerned with"the tasks they perform though the tasks may only be part of a process."
>
> Middle Level workers deal "more with a cluster of tasks leading to a specified output." Their procedures involve the selection and use of standards as well as procedures.
>
> Advanced Level workers are "responsible for a general problem." They must determine the problem as well as the purposes, outcomes, standards and procedures to solve it.

b. The Domain of Instructional Technology

The Domain of Instructional Technology--a way of looking at the tasks in terms of WHAT GETS DONE--provides another dimension to the notions of task type and complexity, and of the difference between Entry, Middle, and Advanced personnel.

The field of instructional technology is here defined as follows: (1) the organization and (2) the application of (3) resources--men, materials, ideas, procedures--in a systematic manner in order to solve instructional problems (after definitions by Finn, 1963; Heinich, 1965; and Hoban, 1962). The notions of resources, application and organization can further be refined by defining them in terms of the systems concept implied by the definitions:

Figure II-6

Procedures for Task Performance

1. ENTRY	2. MIDDLE	3. ADVANCED
Definition Follows specific instructions to perform discrete procedures (Activities) according to set standards/criteria	Definition Selects/uses standards to perform a sequence of procedures to produce an Outcome	Definition Determines purposes/outcomes/ standards and procedures to fulfill Purposes
There are standards/criteria for task performance	There are standards/criteria for task performance	There exists a problem
There are discrete procedures	Synthesizes/selects standards	Defines the reason for the problem
There are explicit instructions	There are procedures for applying the standards to produce an outcome	There are/he devises standards/ parameters for the solution to the problem.
Follows instructions to perform procedures	Synthesizes/selects procedures	Selects/devises alternative solutions
	Follows procedures to produce outcome	There are/he devises procedures for implementing solutions
		Supervises others or performs procedure himself
		Monitors process

(1) The resources are actually the components which make up an instructional system from which students can learn. It makes sense, therefore, to call them Instructional System Components (ISC). These ISCs, while most important to the learner and an integral part of the model are not related to the notions of task type and complexity, and therefore are not discussed, except for definitions and examples, in this section.

(2) The application phase of the definition is, when applied to instructional systems, Instructional Development: It includes all the tasks that must be performed to bring an ISC into existence and into contact with a learner.

(3) The organization phase of the definition, in this context, relates to the organization of Instructional Development, and therefore can be called Instructional Management.

The relationship between these three parts of the definition is show in Figure II-7.

INSTRUCTIONAL TECHNOLOGY

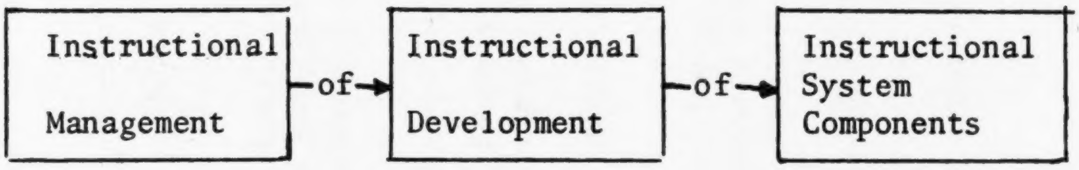


Figure II-7
Flow Model of Relationship of Components of
Definition of Instructional Technology

All tasks performed in the field of Instructional Technology are part of this Instructional Management and Development process. In order to be manageable, however, these tasks have to be grouped into larger units. Usually we do this in terms of jobs, curriculum, or convenience. The DIT provides a more useful, theoretical way of grouping tasks.

A task can be defined as:

> an Activity which is the smallest unit of work done by a man or machine, which has a direct or immediate Outcome, and which, with other tasks, contributes directly to the accomplishment of a goal or Purpose.

It therefore makes sense to put the tasks in groupings which represent similarities in the three components of a task. We have called these groupings functions. A function is defined as:

> a unique cluster of tasks which have a common and unique set of Activities, Outcomes or Purposes in the instructional management/development process.

By applying this definition to both JIMS data and theoretical instructional system models, the following functions were identified:

INSTRUCTIONAL DEVELOPMENT	INSTRUCTIONAL MANAGEMENT
Research-Theory	Organization Management
Design	
Production	Personnel Management
Evaluation-Selection	
Support/Supply	
Utilization (Utilization-Dissemination)	

Figure II-8 shows a flow model of the complete Domain of Instructional Technology, including the Instructional System Components referred to earlier, the Instructional Management and Development Functions, the relationships among the three, and the scope of the model.

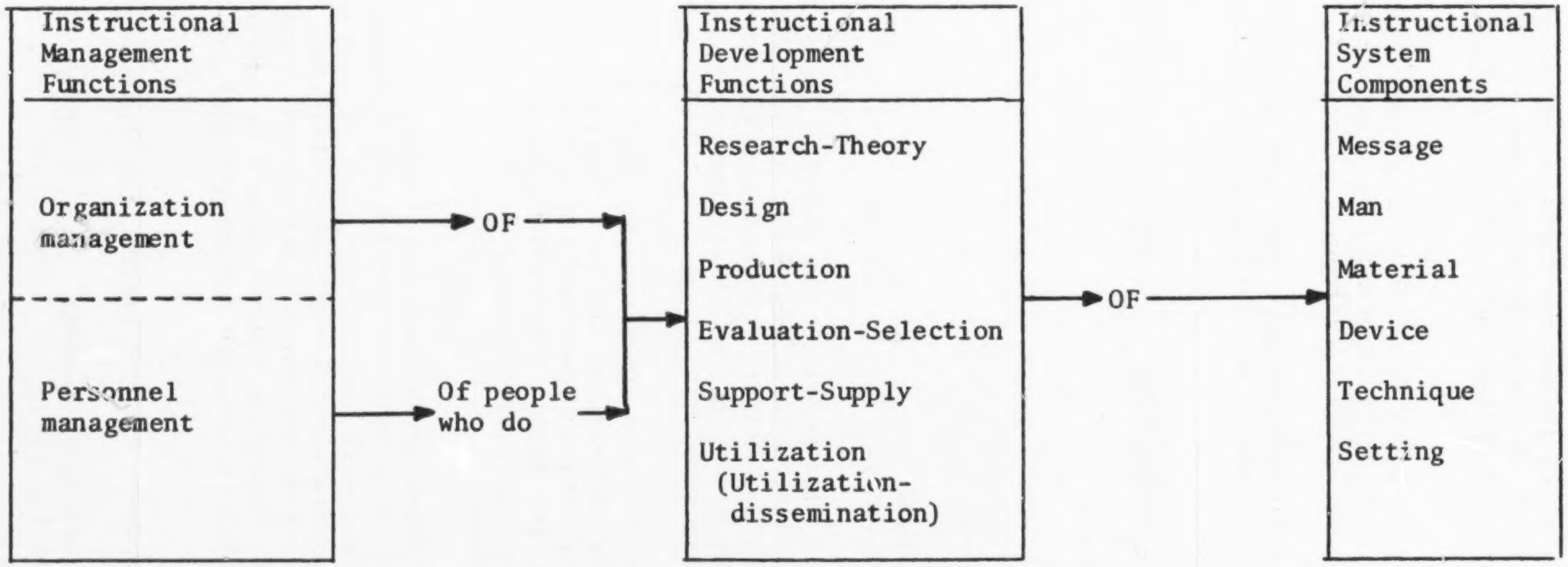
The definitions of the nine functions are given in Table II-1, on page 49. The definitions for each function include its Purpose, its Outcome, and its Activities. For added convenience, the definitions--with examples of Purposes, Outcomes, and Activities--are repeated in Section II D Tables and Definitions.

In order to apply these definitions by grouping real task statements by their functions, we compare the Activity part of the task statement with the Activity part of each definition, the Outcome in the task with the Outcome definitions, and the Purpose in the task with the Purpose definitions. For example, the task statement; "Analyzes student errors to determine student learning style to produce motion picture". would be coded as follows:

ACTIVITY:	"Analyzes student errors	Research-Theory (RT)
OUTCOME:	to determine student learning style	Design (D)
PURPOSE:	to produce motion picture"	Production (P)

Figure II-8

Domain of Instructional Technology - Summary Chart


Instructional Management Functions
Organization management
Personnel management
OF
Of people who do
Instructional Development Functions
Research-Theory
Design
Production
Evaluation-Selection
Support-Supply
Utilization (Utilization-dissemination)
OF
Instructional System Components
Message
Man
Material
Device
Technique
Setting

Scope of the Model:
(1) The Instructional Development and Management Functions are considered only as they apply to the Instructional System Components.
(2) System Components are considered Instructional if, and only if, the intent of their Design or Utilization objectives is to bring about learning.

Table 1

DIT Functions Definitions

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF)
Functions which have as their purpose the application of ISCs to solve instructional problems.

FUNCTION	DEFINITION	EXAMPLES
Research Purpose:	To generate and test knowledge (theory and research methodology) related to the ISCs and to learners.	To conceptualize theoretical models. To conduct research projects. To analyze research data.
Outcome:	Knowledge which can act as an input to the other functions.	To generate new ideas. To run reality test of model. To test hypothesis.
Activity:	Seeking information, reading it, analyzing it, testing it, analyzing test results.	Reads proposal. Compares model w/known data. Formulates specific hypotheses.
Design Purpose:	To translate general theoretical knowledge into specific ISC specifications.	To design programed instruction materials. To develop instructional packages for individualized instruction. To design equipment systems.
Outcome:	Specifications for production of ISCs, regardless of form.	To write general objectives. To determine media. To describe technical systems.
Activity:	Analyzing, synthesizing, and writing objectives, learner characteristics, task analysis, learning conditions, instructional events, media specifications.	Analyzes objectives. Synthesizes objectives/sequence/content/media. Arranges materials in sequence.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Production Purpose:	To translate ISC specifications into specific, concrete ISCs.	To produce audiotapes. To produce/direct motion picture. To write computer programs for computer-assisted instruction.
Outcome:	Specific products in the form of prototypes, final versions, or mass-produced versions.	To make slides into test print. To decide on music/sound effects. To match audio and visuals.
Activity:	Operating production equipment, drawing, laying out, writing, building products.	Mixes narration tape and sound. Sequences slides using viewer. Operates motion picture camera.
Evaluation-Selection Purpose:	To assess acceptability of produced ISCs in terms of criteria set by other functions, and to develop models for this assessment.	To pilot test prototype instructional materials. To preview and select instructional materials. To develop evaluation models and techniques.
Outcome:	Evaluation for design: effectiveness of ISCs in meeting objectives. Evaluation for production: acceptability of ISCs in meeting production standards. Evaluation for management: acceptability of ISCs for purchase. Evaluation for utilization: acceptability of ISCs for meeting user objectives. Evaluation for evaluation: evaluation models.	To identify problems with materials. To identify objectives not met. To insure quality sound.
Activity:	Analyzing quality in terms of standards.	Observes students using materials. Analyzes possible uses of materials. Compares data and objectives.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Support-Supply Purpose:	To make ISCs available for other functions.	To have equipment ready as needed. To provide delivery service. To catalog materials.
Outcome:	Ordered, stored, classified, catalogued, assembled, scheduled, distributed, operated, maintained, and repaired ISCs.	To cross-index materials. To locate materials for delivery. To maintain repair history. To repair filmstrip projector.
Activity:	Ordering, storing, classifying, cataloging, assembling, scheduling, distributing, operating, maintaining, repairing ISCs.	Threads movie projector. Assigns code from accession list. Plans new scheduling system.
Utilization Purpose:	To bring learners into contact, whether formal or informal, with ISCs.	To help student use learning activity. To monitor individualized and self instruction. To help student select learning activities and to meet objectives.
Outcome:	Facilitation and assessment of student learning.	To analyze student learning style. To present information. To encourage interest in learning activity.
Activity:	Assigning, preparing learner for, presenting, assisting, and following up ISCs.	Discusses with student. Compares activities/learning style. Compares pre- and post-tests.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Utilization-Dissemination		
Purpose:	To bring learners into contact, whether formal or informal, with information about instructional technology.	To consult on media use and design. To maintain professional status in the field. To explain individualized instruction project to visitors.
Outcome:	Dissemination of information about instructional technology.	To answer questions about project. To learn issues/new knowledge. To demonstrate Super 8 operation.
Activity:	Taking in and giving out information about instructional technology.	Demonstrates movie projector operation. Discusses with teacher. Defines media services available.

INSTRUCTIONAL MANAGEMENT FUNCTIONS (IMF)

Functions which have as their purpose the guiding, facilitating, or controlling of the Instructional Development Functions or of other Instructional Management Functions to ensure their effective operation.

FUNCTION	DEFINITION	EXAMPLES
Organization-Management		
Purpose:	To determine, modify, or execute the objectives, philosophy, policy, structure, budget, internal and external relationships and administrative procedures of an organization performing one or several of the IDFs or the IMFs.	To administer/direct project. To monitor and change operation of center. To provide secretarial services in AV center.
Outcome:	Policy, budget, plans, coordinated activities, administrative operations.	To prepare repair list.. To identify organization needs. To ascertain jobs to be done.

INSTRUCTIONAL MANAGEMENT FUNCTIONS (IMF) (Continued)

FUNCTION	DEFINITION	EXAMPLES
Activity:	Defining, writing, and carrying out procedures leading to the outcomes.	Reviews purchase orders. Designs new organizational model. Analyzes problems in project.
Personnel-Management		
Purpose:	To interact with and/or to supervise the people who perform the functions.	To supervise personnel in graphics unit. To improve communications between technicians and artists. To staff projects.
Outcome:	Interpersonal interaction, discussion, supervision, employment, and personal development.	To evaluate work performed. To encourage discussion. To call repairman.
Activity:	Discussing with and speaking to other people.	Negotiates with personnel department. Questions applicants. Talks with new employees.

INSTRUCTIONAL SYSTEM COMPONENTS (ISC)
All of the resources which can be designed, utilized, and combined in a systematic manner with the intent of bringing about learning.

COMPONENT	DEFINITION	EXAMPLES
Message	Information to be transmitted by the other components; takes the form of ideas, facts, meanings, data.	Any subject matter/ content, e.g., the history of the Greeks; Ohm's law; World Series results; the parliamentary system of government; conjugation of the verb "to be."
Man	People who are acting to store and/ or transmit messages.	Teacher; student; actor; speaker.
Material	Items (traditionally called software) which store messages for transmission by devices; sometimes combined in one unit with the device.	Overhead transparency; slide; filmstrip; 16 mm film; 8 mm film; videotape; record; audiotape; ISRS computer program; DAIRS computer program; PI instructional program; CAI instructional program.
Device	Items (traditionally called hardware) which transmit messages stored on materials; sometimes combined in one unit with the appropriate material.	Overhead projector; slide projector; filmstrip projector; 16 mm film projector; 8mm film projector; videotape recorder; television set; record player; radio; tape recorder; ISRS console; DAIRS console; teaching machine; talking typewriter; computer; computer input/output devices.
Materials/ Devices	A special case of materials and devices where the material is self-displaying and/or has the display device inherent in it.	Book; magazines, newspaper; encyclopedia; bulletin board; chalk board; flannel board; display; diagram; chart; poster; cartoon; flat picture; model; globe; student-response system; programmed text; games.

INSTRUCTIONAL SYSTEMS COMPONENTS (continued)

COMPONENT	DEFINITION	EXAMPLES
Technique	Routine procedures or pre-cast molds for using materials, devices, and man to transmit messages.	Computer-assisted instruction; programmed instruction; systems approach; simulation; gaming; discovery; inquiry; field trip; team teaching; individualized instruction; self-instruction; group instruction; lecture; discussion; non-grading; differentiated staffing; multi-media.
Setting	The total environment in which the messages are received.	Physical: school building; IMC; library; studio; classroom; auditorium. Environmental: lighting; heating acoustics.

It should be noted that it is possible for one task statement to have different function codes for its Activity, its Outcome, and its Purpose.

Another way of saying this is that any Outcome can be done for any Purpose, and any Activity can be done for any Outcome. Thus, for a Research-Theory Purpose, we can have Research-Theory, Design, Production, Organization-Management, etc. Outcomes; and, for an Evaluation Outcome we can have Research-Theory Design, Utilization, Personnel-Management, etc., Activities.

This means that there is not just a single DIT model, as shown in Figure II-8, but rather there are three DIT models, one within another. That is, there is an Activity DIT within an Outcome DIT within a Purpose DIT. This relationship is shown in Figure II-9.

These three levels of DIT have an important relationship to the three levels of personnel identified in the Worker Instruction section. Earlier, we said that Entry Level workers are concerned primarily with the activities they perform, that Middle Level workers deal with clusters of tasks (procedures) leading to a specific output, and that Advanced Level workers are responsible for general problems and products.

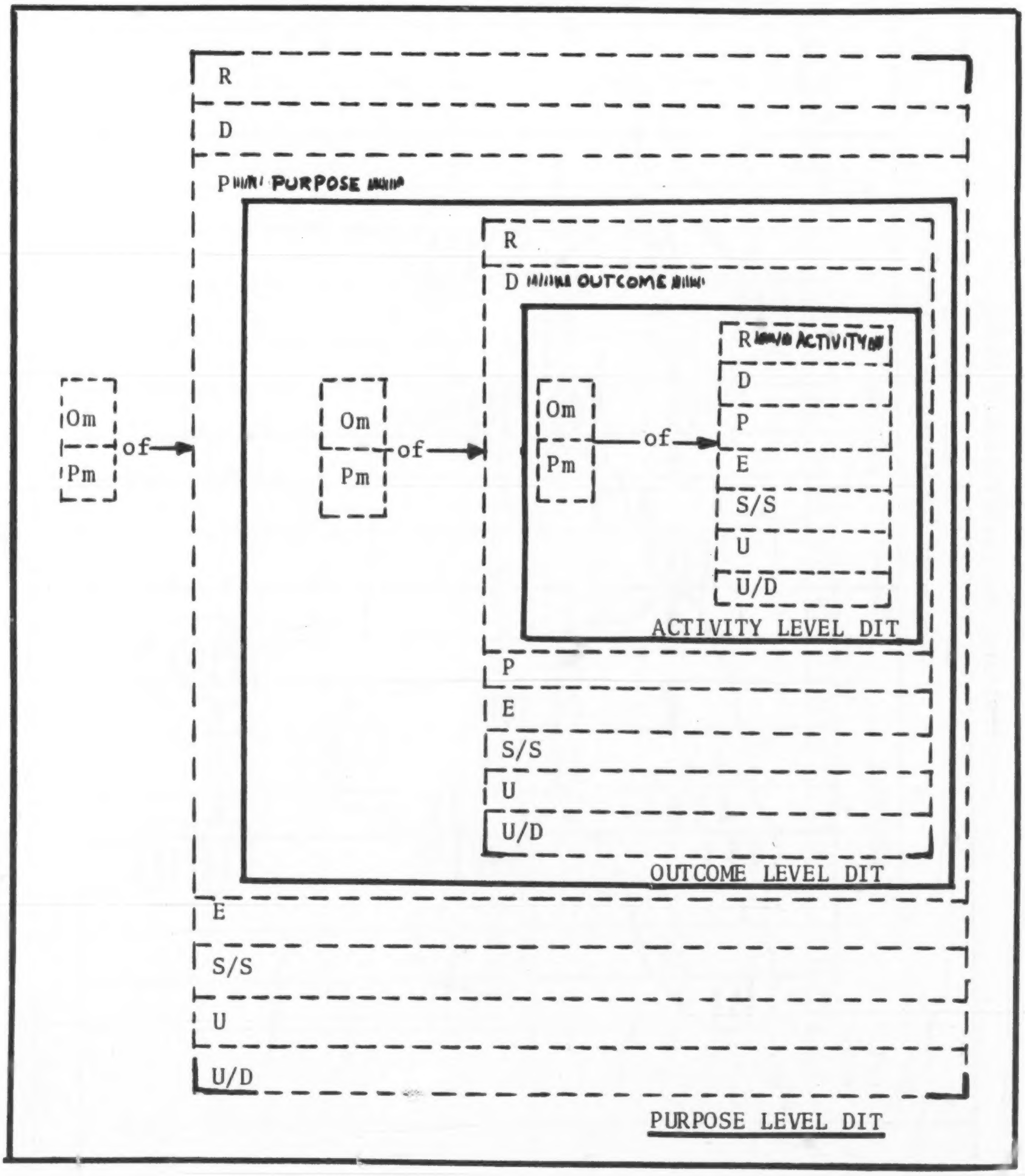
Combining this with the three levels of DIT, we can say that Entry Level personnel are concerned with the Activity part of the task statement, that Middle Level personnel are concerned with the Outcome part of the statement, and that Advanced Level personnel are concerned with the Purpose part of the statement.

With this combining of the data from the Worker Instruction Scale and from the Domain of Instructional Technology Model, we have the revised two-dimensional JIMS Training and Career Ladder Lattice Model, which is discussed in the next section.

Figure II-9

Domain of Instructional Technology Showing the Relationship of Purpose-Outcome-Activity Levels.

NOTE: The example shown is a Research Activity to produce a Design Outcome for a Production Purpose.


Om
Pm
of
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ACTIVITY LEVEL DIT
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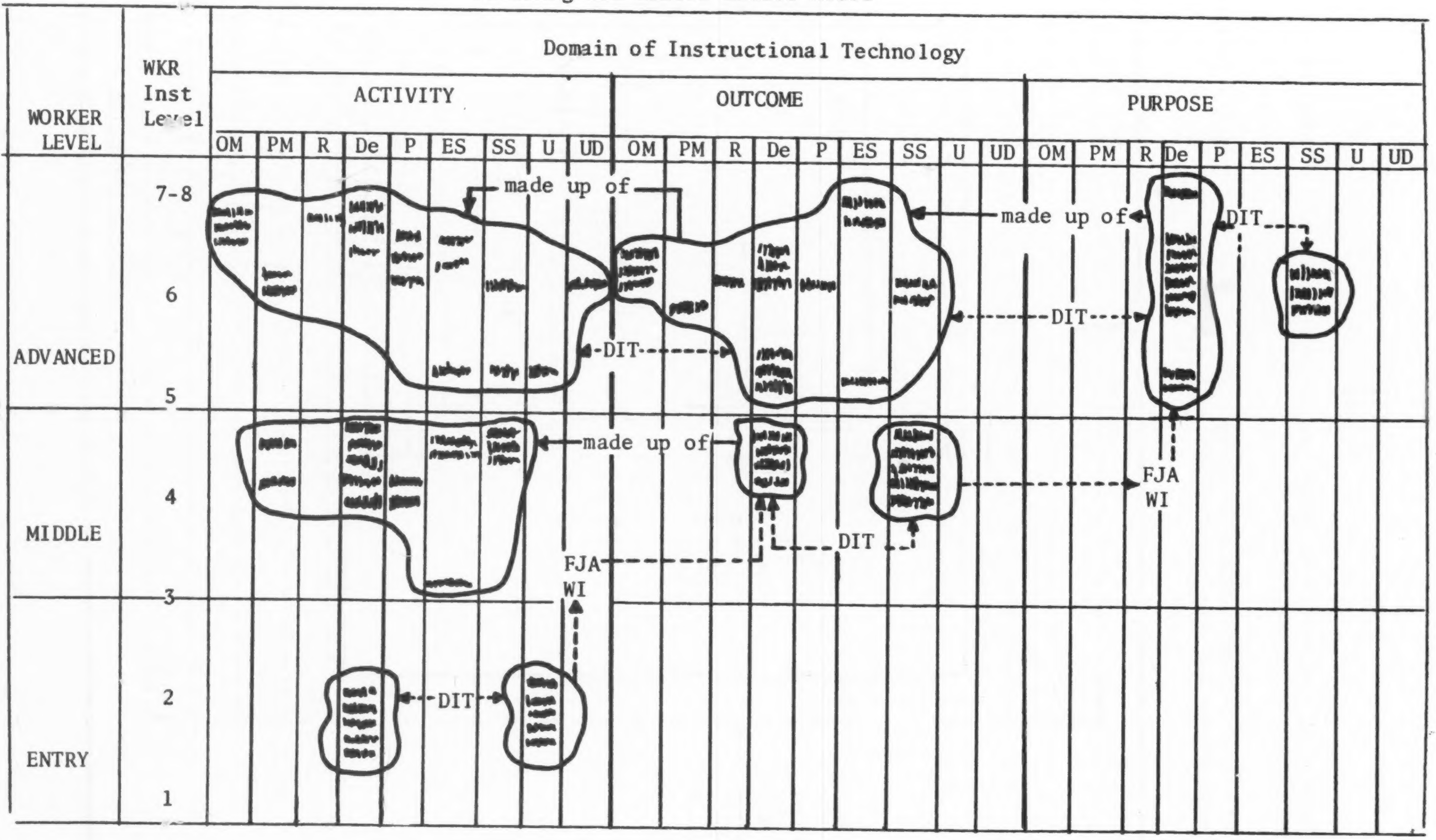
PURPOSE LEVEL DIT

Figure II-10
Training and Career Ladder Model


Domain of Instructional Technology
WORKER LEVEL
WKR Inst Level
ACTIVITY
OUTCOME
PURPOSE
OM
PM
R
De
P
ES
SS
U
UD
ADVANCED
MIDDLE
ENTRY
7-8
6
5
4
3
2
1
made up of
made up of
made up of
DIT
DIT
DIT
DIT
DIT
FJA
WI
FJA
WI

TYPE OF TRAINING: DIT = Specific Content Skills FJA = General Skills WI - Responsibility Skills
▬ = Task Statement Broken lines indicate skills/training for verticaland lateral mobility

c. JIMS Training and Career Ladder/Lattice Model

The JIMS Training and Career Ladder/Lattice Model, which is a two-dimensional matrix based on FJA Worker Instruction and the Domain of Instructional Technology, is shown in Figure II-10. It summarizes both models and presents the relationships between them to show: (1) the changing focus of attention as a worker moves up the Worker Instruction scale; (2) the relationship of the three DIT levels; (3) the possibilities for both horizontal and vertical mobility in the field of Instructional Technology; (4) the types of training needed for horizontal and vertical mobility. In addition, it indicates the matrix in which JIMS Task Data is organized.

The best way to understand the model is to look at it as would a worker who is just entering the Entry, Middle, and Advanced Levels. For each of the three levels, we will look at (1) how the worker currently performs his tasks at that level; (2) in order to get to that level, what vertical mobility is required, and how he can be trained for it; and (3) what lateral mobility at that level entails, and how he can be trained for it.

Entry Level

(1) Focus and Task Performance

The Entry Level worker focuses his attention on discrete DIT Activities. (see Figure II-10. Note that the Outcome and Purpose columns of the figure do not apply at this level.) For example, one of the tasks at this level might be, "Filing of broadcast logs according to date due." The Entry Level worker is concerned merely with correctly filing the information, and not at all with how the information is used or how it contributes to the overall purpose of the organization for which he works. The job at the Entry Level is made up of many such discrete activities--activities which usually are, but might not be, similar in terms of DIT Function and FJA Orientation. (Data, People, or Things).

According to the synthesis of the definitions of Levels 1, 2 and 3 of the Worker Instruction scale (Figures II-3 and II-6), we have been able to make the following abbreviated definition of how the Entry Level worker goes about doing his job:

> "Follows specific instructions to perform discrete procedures (Activities) according to set standards/criteria."

This implies that at the Entry Level there exist set standards or criteria for measuring performance, and discrete procedures for performing tasks. Explicit instructions are given to the Entry Level worker, who follows the instructions to perform the procedures according to the standards.

(2) Vertical (Career Ladder) Mobility to get to the Entry Level

Vertical mobility to get up to the Entry Level actually represents entry into the job market for the first time. Two kinds of training might be required to take the average person off the street and have him perform Entry Level tasks.

Training in FJA, or general skills--dealing with Data, People or Things-- may or may not be needed, depending on the general education background of the particular individual in question (see Section II D for FJA scales). If the person can, for example, "Copy data," "Take instructions from people," and "Handle and tend equipment," as well as "Read," Reason," and "Perform computations" at minimal levels," then probably no FJA training will be required. If, on the other hand, the person does not possess these skills, then appropriate training will be needed before the person can perform the tasks required for the job.

Training in the specific DIT activities to be performed depends both on the job and the person. If the job requires activities which, like typing, and filing, are similar to those performed in jobs outside the Instructional Technology field, and if the person possesses these skills, then probably no additional training would be necessary. On the other hand, if the job requires dealing with special kinds of equipment, forms or procedures which are unique to the Instructional Technology field, then DIT training to teach the new activities would be required.

(3) Lateral(Career Lattice) Mobility within the Entry Level

It is the lateral mobility from a job ladder in one DIT function, e.g., Design, to a job ladder in another DIT function, e.g., Production, which gives the "lattice" effect. A lattice is merely a set of job ladders connected crossways for lateral mobility as well as vertical mobility.

Let us take as an example a worker in an Entry Level position which involves performing exclusively minor clerical activities such as filing, typing and other routine office procedures. This worker wants to move to another Entry Level job, but to a job which involves checking materials in and out of an Instructional Materials Center. According to the DIT, the clerical activities would be classified as Management activities and the checking activities as Support-Supply activities. Therefore the Entry Level worker wants to move from performing Management activities to performing Support-Supply activities.

For the move, DIT (specific content) training is needed. Since the worker is at the Entry Level, he would be trained for each discrete Support-Supply activity which he would be required to perform on the job. Another type of training might be called for if the job also required a change in FJA orientation. For example, if the tasks in the Management function were Data-oriented, but the new tasks in Support-Supply function involve skills that are People-oriented, then additional training in the general, People-oriented skills might be needed.

Middle Level

(1) Focus and Task Performance

The Middle Level job structure is radically different from that of the Entry Level job structure. The Middle Level worker is responsible not for discrete Activities, but rather for a group of Outcomes, each of which is made up of the results of a number of Activities. The Outcomes that make up the Middle Level job are usually, but not always, in the same DIT function. The Activities which make up each Outcome, however, are generally from many different DIT functions. In reference to Figure II-10, the Middle Level portion indicates that the Design Outcomes involve Activities from different DIT functions (such as Personnel Management, Design, Production, Evaluation-Selection, Support-Supply and others.) Note that the Purpose column does not apply at the Middle Level.

The example of filing used in the previous discussion of the Entry Level would be differently stated at the Middle Level since we are now dealing with Outcomes and not with Activities. It might be stated as "To keep program records." There might be any number of Activities needed to reach this Outcome--Activities such as "prepares forms; copies data heard on broadcast; files forms; asks other personnel to write down information." These are Entry Level Activities to meet the Middle Level Outcome of "To keep program records."

According to the synthesis of Levels 3, 4, and 5 of the Worker Instruction Scale, the way the Middle Level workers goes about doing his job can be described briefly, in general, as follows:

> "Selects/uses standards to perform a sequence of procedures to produce an outcome."

This implies that; there are standards/criteria for task performance, and that the worker synthesizes or selects from these standards; there are procedures for applying the standards to produce an Outcome, and the worker synthesizes or selects procedures suitable to the situation; he then follows the selected procedures to produce the specified Outcome. (see Figure II-6, Procedures for Task Performance.)

(2) Vertical (Career Ladder) Mobility to get to the Middle Level

The changes in the focus of the job and in the procedures for task performance at the Middle Level require some additional types of training.

First, in order to learn the responsibility skills needed to move from dealing with just Activities to dealing with Outcomes, Worker Instruction training is needed. The worker must learn to select his own input, synthesize his own work procedures, assign work to others, use theory, and determine his own feedback to some extent.

Once he is capable of accepting the responsibility for his work, he must learn the general skills needed to perform it. The Outcomes at this level are made up of Activities which are at a higher level than the Activities at the Entry Level. They require, therefore, greater Data, People, and Things, skills such as "Analyzing Data," "Consulting with People," and "Manipulating Things," as well as higher reading, computation, and reasoning abilities. Training in FJA skills will help the worker deal with the more complex tasks.

FJA training is not enough, however. Since the Outcomes are made up of specific and varied DIT Activities, and since the worker must know the standards and procedures of Instructional Technology which he must select and apply in his job, specific content (DIT skill) training is needed. For example, in order to meet the Outcome, "To edit ISCS," the worker must know what the criteria for good ISCs are, and what editing procedures are necessary in order to correct bad ISCS.

(3) Lateral (Career Lattice) Mobility within the Middle Level

As with the Entry Level, lateral mobility involves specific content training (DIT) to learn both the standards and procedures for the Outcomes of the new DIT function and the new Activities which make up those Outcomes.

Advanced Level

(1) Focus and Task Performance

Jobs at this level are no longer made up of discrete Activities as they are at the Entry Level, nor even of groups of Outcomes as they are at the Middle Level, but of groups of Purposes. Each of these Purposes is, in turn, made up of a sequence of Activities and related Outcomes. Some of these Activities may be at the Advanced Level (*i.e.*, Levels 5, 6 and 7-8 of Worker Instruction), in which case the worker is probably responsible for performing them himself. Some of them may be at a lower level, in which case the worker may be responsible for assigning these activities to Entry or Middle Level personnel, and then for supervising their output. Using the same example we discussed at the Entry and Middle Levels, at the Advanced Level the job would state something like, "To know what programs have been aired," and only one of the Outcomes for that Purpose would be, "To keep program records."

Levels 5, 6 and 7-8 of the Worker Instruction scale provide the following brief definition of how the Advanced Level worker approaches his job:

> "Determines purposes/outcomes/standards/procedures to fulfill purposes."

Again, as we walk through the process of task performance from the Advanced Level point of view, we find that it starts with the existence of a problem which the worker must first recognize, then define. Standards or parameters for the solutions to the problem may already exist, or the worker may have to devise solutions from which he must select the most appropriate. There may also be procedures for implementing solutions in existence, or the worker may have to devise implementation methods, from which he must select the most appropriate. He must then decide whether to perform the procedures himself or whether to assign the work to others. He must then supervise the work of others and monitor the whole process. Figure II-10 indicates that each Purpose is made up of Outcomes of different DIT functions which in turn are made up of Activities of different DIT functions.

(2) Vertical (Career Ladder) Mobility to get to the Advanced Level

To move from the Middle to the Advanced Level, the worker must go through a process similar to that used to move from the Entry to the Middle Level: training in responsibility skills, FJA skills and DIT skills. The training is, of course, at a higher level. The worker must now accept responsibility for dealing with entire purposes and problems and must devise, rather than merely select, his standards, input, procedures, tools, and equipment, feedback, and theory. In the Data, People and Things skills, he may have to "Supervise" and "Negotiate" with People, "Synthesize" Data and do "Precision Working" with Things. He must also be able to perform, monitor, and/or supervise the broad range of Outcomes that make up each Purpose and the broad range of Activities which make up each Outcome.

(3) Lateral (Career Lattice) Mobility within the Advanced Level

Lateral mobility involves DIT training to learn all the Outcomes that make up each Purpose, e.g., "what are all the steps necessary to complete a feasibility study on a new teaching machine" and the Activities which make up each Outcome.

The JIMS Training and Career Ladder/Lattice Model, then, indicates how personnel in the Instructional Technology field can move from job to job, and how they must be trained to make these transitions. The JIMS Task Statement Data Base is organized according to this model. That is, Entry Level data is organized by Activity; Middle Level data is organized by Outcome; and Advanced Level data is organized by Purpose. In addition, the Task Inventories and Curriculum Guidelines derived from the raw data follow the same organization pattern. (See Sections II B and II C.)

The complexity of the model may at first seem too great for those used to developing curriculum from textbooks with little regard to tasks to be performed on the job; to the differences among different level tasks, or to the mobility from one level job to another. JIMS believes that such complexity is necessary to effectively train and promote qualified workers in the field of Instructional Technology.

B. Task Inventories

1. Introduction

a. What is a task inventory?

A task inventory is a listing of task statements about what workers do on the job. It is arranged in check list fashion and is used to gather information about what a specific group of workers do on the job. The information gathered can be used for management or training.

The following three task inventories are comprised of listings of tasks performed in the instructional media field. There three separate inventories--for Entry Level, for Middle Level and for Advanced Level--each of which is organized in a way that is appropriate to the level of personnel for which it is designed.

The design of these inventories owes much to the research performed in the Air Force by Dr. Ray Christal et al. (See Marsh et al., 1961.)

b. What are the uses of a task inventory?

There are a number of uses for task inventories depending on the kind of information most needed by the agency using them. As far as JIMS project is concerned, the main use of the task inventory is to identify those tasks performed on the job for which training programs should be developed. In this way the task inventory is used either by a training institution or employer to identify what tasks are performed on the job.

A tabulation of the data will then be performed to rank the most important task in terms of either time spent doing the task or importance of the task to an overall job. Training programs can then be constructed to provide training for these tasks. In this way, the design of training programs is linked more directly to what people do on the job.

There are, however, numerous other uses for a task inventory. It can be used as a supervisory tool for determining what workers do in different departments or specialities. It can provide a data base for reorganizing work, rewriting job descriptions, assessing pay structures as well as other organizational work. Once the data bank of task statements has been established the inventory can be used for a number of years.

The procedure for ensuring that the task inventory is kept up to date is quite simple. The inventory must be administered periodically, an analysis is then made of the tasks checked, and those tasks not checked are eliminated and the most frequent tasks which are written in by the worker are included in the revised inventory. In this way, the inventory is always reflective of the tasks actually being performed.

The categories used in the JIMS inventories to rate the task statements (i.e. Time Spent and Importance to Your Job) are only two of a variety of categories possible. The goal for using the inventory will determine the categories which will provide the most meaningful information. You might choose to add your own categories such as "Length of Feedback," or "Is Output Monitored Periodically?"

c. How to administer these task inventories.

If you wish to conduct a survey using these task inventories, the following steps should be a useful guide.

Understand the difference between the three levels of personnel.

The three levels of personnel - Entry, Middle and Advanced - approach their job in different ways. Figure II-11, Procedures for Task Performance, on the following page, defines some of the main differences.

Understand the differences between the three inventories - their organization and directions. Since workers at each of the three levels do perform differently, the data in each of the three inventories is organized in a way appropriate to the level.

2. Entry Level Inventory

a. Organization of data.

The task statements at this level are grouped according to Activities since the main focus at the Entry Level is on Activities rather than Outcomes or Purposes. The Outcome parts of the task statements are listed here but in parentheses to indicate that they are not crucial to training at this level, since the most important part of task performance at Entry Level is in the Activity.

Figure II-11

Procedures for Task Performance

1. ENTRY	2. MIDDLE	3. ADVANCED
Definition Follows specific instructions to perform discrete procedures (Activities) according to set standards/criteria	Definition Selects/uses standards to perform a sequence of procedures to produce an outcome	Definition Determines purposes/outcomes/ standards and procedures to fulfill Purposes
There are standards/criteria for task performance	There are standards/criteria for task performance	There exists a problem
There are discrete procedures	Synthesizes/selects standards	Defines the reason for the problem
There are explicit instructions	There are procedures for applying the standards to produce an outcome	There are/he devises standards/ parameters for the solution to the problem.
Follows instructions to perform procedures	Synthesizes/selects procedures	Selects/devises alternative solutions
	Follows procedures to produce outcome	There are/he devises procedures for implementing solutions
		Supervises others or performs procedure himself
		Monitors process

Task statements are listed in groups under subheadings (e.g., 1.01 Comparing). These subheadings are not data in the same way that the task statements are data, but are convenient labels for groups of tasks within the same level of FJA functional skill. The subheadings are not numbered sequentially within functions. Instead each number relates to the same level of Data, People or Things (i.e,, Data: .01 = Comparing, .02 = Copying, .03 = Computing/Compiling, .04 = Analyzing; People: .05 = Exchanging Information, .06 = Consulting/Instructing, .07 = Supervising; and Things: .08 = Handling/Tending, .09 = Manipulating/Operating, .10 = Precision Working). Within each DIT Function the task statements were sorted on the level and type of FJA skill involved and grouped alphabetically under the subheadings.

The task inventory at the Entry Level contains only the low level task statements, i.e., Levels 1, 2 and 3 of Worker Instruction.

b. Directions for filling out the inventory.

At the Entry Level, all task statements performed should be checked and rated for time spent and importance to job. (See instruction sheet attached to inventory).

c. Entry Level Inventory Listings.

(See following pages.)

TASK INVENTORY

ENTRY LEVEL

The following is a listing of tasks performed in the instructional media field. Please fill in the background information section at the bottom of this page, then complete the inventory as follows:

(1) Read each Task Statement. As you read, place a check mark in the CHECK column beside each task you do.

(2) At the end of each Function, write in all tasks you do for that Function which are not listed.

(3) When you have finished, turn back to the first page of the Inventory. Now rate TIME SPENT and IMPORTANCE TO JOB for each of the Task Statements which you have checked. The five-point scales for each of these categories are listed at the beginning of each Function. Be sure to rate every task you checked or wrote in.

____
(Last Name) (First Name)

____
(Job Title)

____
(Location)

1. ORGANIZATION MANAGEMENT ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE ORGANIZATION MANAGEMENT ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY - IMPORTANT 5.ESSENTIAL
1.01 COMPARING				
ARRANGES STORYBOARD CARDS	(TO ASSIGN WORK TO PRODUCTION UNITS)			
COMPARES EXTANT LIST W PREVIOUS	(TO COMPILE LIST OF NEW MATS)			
COMPARES NEW MATERIALS W INVOICE	(TO CHECK THAT ORDER COMPLETE)			
FILES BROADCAST LOG	(TO MAINTAIN RECORD)			
FILES COPY OF SCHEDULE CARD	(TO KEEP RECORD)			
FILES PURCHASE ORDERS AND VOUCHERS	(TO KEEP RECORDS/FILES)			
FILES PURCHASE ORDERS	(TO KEEP TRACK OF THOSE NOT RECD)			
FILES TELEX SHEETS	(TO MAINTAIN RECORD)			
FILES USED PRINTING MASTERS	(TO KEEP RECORDS/FILES)			
SORTS INCOMING MAIL	(TO DISTRIBUTE IN BOXES)			

1. ORGANIZATION MANAGEMENT ACTIVITIES.

1.02 COPYING

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CHECKS ASSIGNED SCHEDULE	(TO SELECT REQUIRED TAPES)	-----	-----------	-----------
CHECKS INVOICE WITH PURCHASE ORDER	(TO ENSURE BOTH ARE CORRECT)	-----	-----------	-----------
CHECKS LIST	(TO NOTE RETURNED QUESTIONNAIRES)	-----	-----------	-----------
CHECKS PERSONAL SCHEDULE	(TO SCHEDULE TIME & DATE)	-----	-----------	-----------
COLLECTS COMPLETED WORK ORDERS	(TO HAVE RECORD OF OPERATION)	-----	-----------	-----------
COPIES DATA TO CHARGE OUT CARD	(TO PREPARE CHARGE OUT CARDS)	-----	-----------	-----------
COPIES DIRECTIONS ON BLACKBOARD	(TO PREPARE FOR OPERATION OF LAB)	-----	-----------	-----------
COPIES INFORMATION ON ORDER FORM	(TO MAIL TO LIBRARY)	-----	-----------	-----------
COPIES INFORMATION FROM FILE CARD	(TO IDENTIFY MACHINE)	-----	-----------	-----------
COPIES INFORMATION TO NEW CARD	(TO REPLACE DAMAGED CARD)	-----	-----------	-----------
COPIES INFORMATION FROM LIST	(TO ADDRESS QUESTIONNAIRE)	-----	-----------	-----------
COPIES INFORMATION TO WORKSHEET	(TO RESERVE PROJECTIONIST)	-----	-----------	-----------
COPIES INFORMATION ON CARD	(TO PREPARE INVENTORY CARD)	-----	-----------	-----------
COUNTS NUMBER OF STAFF MEMBERS	(TO ASCERTAIN FACILITIES NEEDS)	-----	-----------	-----------
DEDUCTS AMOUNT OF PURCHASE	(TO RECORD CURRENT BALANCE)	-----	-----------	-----------
DISTRIBUTES INFO	(TO GET INFORM TO EMPLOYEES)	-----	-----------	-----------
FILES CARD IN EQUIPMENT FILE	(TO HAVE RECORD OF MACHINE)	-----	-----------	-----------
FILES CATALOG CARDS	(TO KEEP RECORDS)	-----	-----------	-----------
FILES CHECK OUT CARDS	(TO KEEP RECORD)	-----	-----------	-----------

1. ORGANIZATION MANAGEMENT ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
FILES COPY OF WORK ORDER	(TO HAVE RECORD OF OPERATION)	-----	-----------	-----------
FILES NEW INFORMATION	(TO UP-DATE FILES)			
FILES ORDER SHEETS IN FOLDER	(TO KEEP RECORD/FILES)	-----	-----------	-----------
FILLS OUT ORDER FORM	(TO ORDER MATERIALS)	-----	-----------	-----------
LABELS TAPE BOX	(TO IDENTIFY IT)			
LISTS EQUIPMENT REPAIRED DAILY	(TO KEEP DAILY RECORDS)	-----	-----------	-----------
LISTS EQUIPMENT REPAIRED WEEKLY	(TO KEEP WEEKLY RECORDS)	-----	-----------	-----------
LISTS MISSING EQUIPMENT	(TO REQUEST REPLACEMENTS)			
LISTS NEW MATERIALS IN CATALOG	(TO UPDATE CATALOG)	-----	-----------	-----------
LISTS NUMBER OF RECORDINGS MADE	(TO KEEP RECORD OF WORK)	-----	-----------	-----------
LISTS OPERATING FLAWS IN EQUIP	(TO INFORM REPAIR TECHNICIAN)			
LISTS OVERDUE MATERIALS	(TO KEEP RECORD)	-----	-----------	-----------
LISTS PROGRAMS RECORDED	(TO COMPILE MONTHLY LOG)	-----	-----------	-----------
MAILS ORDER FORM TO MANUF	(TO PLACE MATERIALS ORDER)			
MAILS ORDER SHEETS	(TO ORDER FILMS)	-----	-----------	-----------
MAKES MARK IN REGISTER	(TO RECORD STUDENT PRESENCE)	-----	-----------	-----------
MARKS LIST FOR PACKER	(TO INFORM OF MATERIALS NEEDED)			
NOTES SUPPLIES NEEDED	(TO WRITE REQUISITION LIST)	-----	-----------	-----------
OPERATES ADDING MACHINE	(TO COMPUTE TOTAL BUDGET)	-----	-----------	-----------
OPERATES ADDING MACHINE	(TO TOTAL MONTHLY EXPENDITURES)			

1. ORGANIZATION MANAGEMENT ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES CARD PUNCH MACHINE	(TO RECORD PURCHASE)	-----	-----------	-----------
OPERATES SPIRIT DUPLICATOR	(TO MAKE COPIES OF INVENTORY)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE INVENTORY)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE REPAIR REQUEST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO PRODUCE COPY OF BUSINESS LETTER)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE PURCHASE ORDERS)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE EQUIPMENT LIST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE PROMOTIONAL MATERIAL)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE BROADCAST LOGS)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE ORDER SHEET)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE FORM REQUEST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE CATALOG)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE FILM MAILING LABEL)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO UPDATE FILE CARDS)	-----	-----------	-----------
PREPARES FILM CARTRIDGE	(TO MAIL TO PROCESSOR)	-----	-----------	-----------
READS DAILY SCHEDULE	(TO IDENTIFY MATERIALS NEEDED)	-----	-----------	-----------
READS WORK ORDER	(TO SELECT APPROPRIATE EQUIPMENT)	-----	-----------	-----------
RECORDS ERRORS AND FRAME NUMBER	(TO RECORD STUDENT PROGRESS)	-----	-----------	-----------
SCHEDULES MEETING WITH DIRECTOR	(TO SHOW RAW PRESENTATION)	-----	-----------	-----------
SCHEDULES MEETING WITH DIRECTORS	(TO DISCUSS PROPOSAL)	-----	-----------	-----------

1. ORGANIZATION MANAGEMENT ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SCHEDULES MEETING WITH WRITER	(TO SHOW RAW PRESENTATION)	-----	-----------	-----------
SCHEDULES STUDIO	(TO RESERVE FOR TAPING)			
SCHEDULES TIME AND DATE	(TO KEEP RECORD OF ASSIGNMENT)	-----	-----------	-----------
SENDS MATERIALS TO CLIENT	(TO FULFILL CONTRACT)	-----	-----------	-----------
SENDS NEG EVALS TO MATS EVALUATOR	(TO HAVE LRNG ACTIV REVISED/ELIMINATE)			
SUBMITS ORDER LIST TO MANAGEMENT	(TO GET APPROVAL)	-----	-----------	-----------
USES TAPERECORDER & TYPEWRITER	(TO MAKE TRANSCRIPT OF PROCEEDINGS)	-----	-----------	-----------
WRITES CARDS TO DELIQUENTS	(TO INFORM OF OVERDUE MATERIALS)			
WRITES CONFIRMATION DATA ON CARD	(TO RECORD CONFIRMATION)	-----	-----------	-----------
WRITES CONFIRMATION ON SLIP	(TO KEEP RECORD OF CONFIRMATION)	-----	-----------	-----------
WRITES DATA ON REPAIR FORM	(TO KEEP RECORD OF REPAIR)			
WRITES DATA IN CATALOG	(TO UPDATE CATALOG)	-----	-----------	-----------
WRITES DATE SCHEDULED	(TO RECORD DATE NEEDED)	-----	-----------	-----------
WRITES DATE AND NAME ON CARD	(TO INFORM REQUESTOR)			
WRITES DATE IN LOG BOOK	(TO RECORD PREVIEW DATA)	-----	-----------	-----------
WRITES IN CORRECTIONS	(TO AMEND PROGRAM SCHEDULE)	-----	-----------	-----------
WRITES IN TIME CHART	(TO SCHEDULE CONFERENCE ROOMS)			
WRITES INFO ON FILE CARD	(TO RECORD REQUEST)	-----	-----------	-----------
WRITES INFORMATION ON CARD	(TO KEEP RECORD OF REPAIR)	-----	-----------	-----------
WRITES INFORMATION ON CARD	(TO RECORD PERIODIC MAINTENANCE)			

1. ORGANIZATION MANAGEMENT ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
WRITES INFORMATION ON CARD	(TO RECORD DAMAGED MATERIALS)	-----	-----------	-----------
WRITES INFO ON FILM IN LOG BOOK	(TO RECORD RECEIPT OF FILM)	-----	-----------	-----------
WRITES MATERIALS AND TIME SPENT	(TO PROVIDE RECORD FOR BILLING)	-----	-----------	-----------
WRITES NOTIFICATIONS	(TO INFORM TEACHER OF FILM ARRIVAL)	-----	-----------	-----------
WRITES NUMBER OF FILM ON LOG	(TO KEEP RECORD OF DISTRIB)	-----	-----------	-----------
WRITES NUMBER OF HOURS WORKED	(TO PROVIDE RECORD FOR PAYMENT)	-----	-----------	-----------
WRITES ON STUDENT RECORD	(TO NOTE STUDENT ATTENDANCE)	-----	-----------	-----------
WRITES ORDER FORMS	(TO ORDER SPARE PARTS)	-----	-----------	-----------
WRITES POST-TEST SCORE	(TO ADD TO STUDENT RECORD)	-----	-----------	-----------
WRITES REQUESTOR'S NAME	(TO RESERVE MATERIALS)	-----	-----------	-----------
WRITES SHELF LIST CARDS	(TO IDENTIFY LOCATION OF MATERIALS)	-----	-----------	-----------
WRITES TO CENTRAL OFFICE	(TO REQUEST REPLACEMENT ITEMS)	-----	-----------	-----------
WRITES WORK ORDER	(TO RECORD OPERATION NEEDED)	-----	-----------	-----------
1.03 COMPUTING/COMPILING				
ADDS UP TIMES EQUIPMENT USED	(TO COMPUTE USAGE FIGURES)	-----	-----------	-----------
ANALYZES CIRCULATION RECORDS	(TO COMPUTE USAGE FIGURES)	-----	-----------	-----------
ARRANGES MATERIALS REQUESTED	(TO GROUP ORDER LIST)	-----	-----------	-----------
ASSESSES FEE USING UNION RATES	(TO PAY NARRATOR)	-----	-----------	-----------
ASSIGNS PURCHASE ORDER NUMBER	(TO ASSURE PAYMENT)	-----	-----------	-----------
CIRCULATES FLYERS	(TO INFORM STAFF OF NEW PRODUCTS)	-----	-----------	-----------

1. ORGANIZATION MANAGEMENT ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
COLLATES PROJECT LITERATURE	(TO GIVE MATERIALS TO VISITOR)	-----	-----------	-----------
COMPILES ANNOT AND COMMENT SHEET	(TO COLLECT EVALUATIONS)			
COMPILES INFO ON NEW MATS	(TO ADD TO FILES)	-----	-----------	-----------
COMPUTES AND RECORDS PAYMENTS	(TO KEEP RECORD)	-----	-----------	-----------
COMPUTES TOTAL HOURS WORKED	(TO PROVIDE PAYMENT TO OPERATORS)			
COPIES FROM INVENTORY	(TO LIST EQUIPMENT & MATERIALS)	-----	-----------	-----------
DISTRIBUTES MATERIALS TO CLASS	(TO CONDUCT PILOT TEST)	-----	-----------	-----------
FILES CARDS BY DATE DUE	(TO HAVE RECORD OF LOAN)			
FILES REFERENCES BY SUBJECT AREA	(TO COMPILE MATERIALS FILE)	-----	-----------	-----------
LISTS MATERIALS/EQUIP COSTS	(TO COMPILE ORDER LIST FOR PURCHASE)	-----	-----------	-----------
LISTS MISSING ITEMS	(TO PREPARE REPLACEMENT LIST)			
SCHEDULES CLASSROOMS	(TO RESERVE FOR COURSE)	-----	-----------	-----------
SCHEDULES PREVIEW SESSION	(TO PLAY BACK AUDIOTAPE)	-----	-----------	-----------
SCHEDULES TESTING SESSION	(TO TEST OUT PROTOTYPE PROGRAM)			
SELECTS MEETING TIME AND PLACE	(TO HOLD DEMONSTRATION)	-----	-----------	-----------
WRITES COMMENTS OF AUDIENCE	(TO RECORD RECOMMENDATIONS)	-----	-----------	-----------
WRITES INFORMATION ON ASSIGNMENT	(TO KEEP RECORD)			
WRITES LIST OF ITEMS AND DATES	(TO ORDER ITEMS FOR PREVIEW)	-----	-----------	-----------
WRITES LIST OF TITLES	(TO PREPARE PREVIEW LIST)	-----	-----------	-----------
WRITES MEMOS TO DEPARTMENTS	(TO REQUEST REVIEW OF EXTANT MATS)			

1. ORGANIZATION MANAGEMENT ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
WRITES NOTICE	(TO PUBLICIZE SEMINAR)	-----	-----------	-----------
WRITES STANDARD PRODUCTION ORDER	(TO COORDINATE PRODUCTION)	-----	-----------	-----------
WRITES TO AGENCY	(TO REQUEST GUIDELINES FOR PROPOSAL)	-----	-----------	-----------
WRITES TO PRODUCER	(TO REQUEST MATERIALS FOR PREVIEW)	-----	-----------	-----------
1.04 ANALYZING				
READS BILL FROM PRODUCER	(TO APPROVE FOR PAYMENT)	-----	-----------	-----------
WRITES TIME SCHEDULE	(TO ASSIGN COMPLETION DATES)	-----	-----------	-----------
1.05 EXCHANGING INFORMATION				
GIVES DIRECTIONS TO ART DEPARTMENT	(TO MAKE SLIDES INTO TEST PRINT)	-----	-----------	-----------
GIVES INSTRUCTIONS TO STUDIO STAFF	(TO HAVE MASTER MADE OF AUDIORECORD)	-----	-----------	-----------
GIVES INSTRUCTIONS TO STAFF	(TO HAVE PREVIEW MATERIALS ORDERED)	-----	-----------	-----------
GIVES SIGNALS TO TECHNICAL STAFF	(TO PRODUCE AUDIO RECORDING)	-----	-----------	-----------
USES TELEPHONE	(TO ANSWER ROUTINE QUESTIONS)	-----	-----------	-----------
USES TELEPHONE	(TO CALL REPAIRMAN)	-----	-----------	-----------
USES TELEPHONE	(TO MAKE APPOINTMENTS)	-----	-----------	-----------
1.08 HANDLING/TENDING				
MAILS COPY OF WORK ORDER	(TO INFORM INSTRUCTOR)	-----	-----------	-----------
PUTS STAPLES ON FOLDER	(TO MAKE STORAGE ENVELOPES)	-----	-----------	-----------

1. ORGANIZATION MANAGEMENT ACTIVITIES.

1.09 MANIPULATING/OPERATING

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES ADDING MACHINE	(TO TOTAL MONTHLY EXPENDITURES)	-----	-----------	-----------
OPERATES ADDING MACHINE	(TO COMPUTE TOTAL BUDGET)	-----	-----------	-----------
OPERATES CARD PUNCH MACHINE	(TO RECORD PURCHASE)	-----	-----------	-----------
OPERATES SPIRIT DUPLICATOR	(TO MAKE COPIES OF INVENTORY)	-----	-----------	-----------
OPERATES STOPWATCH & RECORDER	(TO TIME SCRATCH TAPE)	-----	-----------	-----------
OPERATES TELEX MACHINE	(TO COMMUNICATE WITH NETWORK)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE INVENTORY)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE ORDER LIST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE REPAIR REQUEST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO PRODUCE COPY OF BUSINESS LETTER)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE PURCHASE ORDERS)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE EQUIPMENT LIST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE PROMOTIONAL MATERIAL)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE BROADCAST LOGS)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE ORDER SHEET)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE FORM REQUEST)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE CATALOG)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO TYPE FILM MAILING LABEL)	-----	-----------	-----------
OPERATES TYPEWRITER	(TO UPDATE FILE CARDS)	-----	-----------	-----------

1. **ORGANIZATION MANAGEMENT ACTIVITIES.**	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
USES TAPERECORDER & TYPEWRITER (TO MAKE TRANSCRIPT OF PROCEEDINGS)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

2. PERSONNEL MANAGEMENT ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE PERSONNEL MANAGEMENT ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
2.04 ANALYZING				
WRITES PERFORMANCE REPORTS	(TO INFORM SUPERVISOR)			
2.05 EXCHANGING INFORMATION				
ASKS SUBJECT MATTER CONSULTANT	(TO HAVE CONTENT VALIDATED)	-----	-----------	-----------
CALLS AUDITORIUM COORDINATOR	(TO SCHEDULE EVALUATION SESSIONS)	-----	-----------	-----------
CALLS BOX MANUFACTURER	(TO ORDER BOXES)			
CALLS CUSTODIAN	(TO HAVE MATERIALS DELIVERED)	-----	-----------	-----------
CALLS DESIGNER	(TO OBTAIN COPY FOR LABELS)	-----	-----------	-----------
CALLS EQUIPMENT SUPPLIER	(TO REQUEST EQUIP DELIVERY & SET UP)			
CALLS IMC	(TO SCHEDULE MATERIAL COMP OF LA)	-----	-----------	-----------
CALLS LAST USER	(TO INFORM OF MISSING ITEM)	-----	-----------	-----------
CALLS PARENT	(TO ARRANGE FOR MEETING)			
CALLS PEOPLE--TEACHER/STUDENTS	(TO ARRANGE FOR HUMAN COMP OF LA)	-----	-----------	-----------
CALLS PRINTER	(TO ORDER LABELS)	-----	-----------	-----------

2. PERSONNEL MANAGEMENT ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CALLS PRODUCER	(TO OBTAIN TYPE STYLE FOR LABELS)	-----	-----------	-----------
CALLS PRODUCER	(TO OBTAIN COMPLETE MATERIALS)	-----	-----------	-----------
CALLS REPAIRMAN	(TO REQUEST REPAIR OF AUTOTUTOR)	-----	-----------	-----------
CALLS ROOM COORDINATOR	(TO SCHEDULE CONFERENCE ROOMS)	-----	-----------	-----------
CALLS SOUND STUDIO	(TO SCHEDULE TIME FOR RECORDING)	-----	-----------	-----------
CALLS SUPPLIES DEPARTMENT	(TO REQUEST TABLE & SCREENS DELIVERY)	-----	-----------	-----------
CALLS TALENT	(TO REQUEST THEM TO AUDITION)	-----	-----------	-----------
CALLS TUTOR	(TO ARRANGE FOR STUDENT SESSION)	-----	-----------	-----------
CONVERSES WITH SUPERVISOR	(TO CLARIFY ASSIGNMENT)	-----	-----------	-----------
TALKS WITH CLIENT	(TO CLARIFY SET REQUIREMENTS)	-----	-----------	-----------
CONVERSES WITH SUPERVISOR	(TO DISCUSS REPAIR)	-----	-----------	-----------
DISCUSSES WITH INSTRUCTOR	(TO IDENTIFY PROGRAM NEEDED)	-----	-----------	-----------
DISCUSSES WITH REQUESTOR	(TO SCHEDULE PREVIEW TIME)	-----	-----------	-----------
DISCUSSES WITH STUDENT	(TO ARRANGE TIME FOR LEARNING ACTIV)	-----	-----------	-----------
GIVES INSTRUCTIONS TO CUSTODIAN	(TO MOVE HEAVY EQUIPMENT)	-----	-----------	-----------
GIVES INSTRUCTIONS TO ASSISTANT	(TO SHIP MATERIALS TO SCHOOLS)	-----	-----------	-----------
GIVES INSTRUCTIONS	(TO HAVE COPIES MADE)	-----	-----------	-----------
GIVES INSTRUCTIONS	(TO HAVE BROCHURE DESIGNED)	-----	-----------	-----------
GIVES INSTRUCTIONS	(TO HAVE COPIES OF BROCHURE MAILED)	-----	-----------	-----------
GIVES INSTRUCTIONS TO SECRETARY	(TO HAVE BUDGET TYPED)	-----	-----------	-----------

2. PERSONNEL MANAGEMENT ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
INFORMS SECRETARY	(TO ORDER FILM FOR PURCHASE)	-----	-----------	-----------
SPEAKS TO PRODUCER	(TO OBTAIN SAMPLE COMPONENTS)			
TALKS WITH CLIENT	(TO CLARIFY AUDIO REQUIREMENTS)	-----	-----------	-----------
TALKS WITH REQUESTOR	(TO GET INFO ON MATS NEEDS)	-----	-----------	-----------
TALKS WITH STAFF	(TO INITIATE SEARCH FOR FILM)			
TALKS WITH SUPERVISOR	(TO REPORT SUPPLY NEEDS)	-----	-----------	-----------
2.06 CONSULTING/INSTRUCTING				
TALKS W NEW EMPLOYEES	(TO INFORM OF PROCEDURES)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

3. RESEARCH-THEORY ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE RESEARCH-THEORY ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THESE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
3.02 COPYING				
COUNTS RESPONSES IN EACH CATEGORY	(TO SUMMARIZE DATA)			
TALLIES RESPONSES	(TO SUMMARIZE DATA)			
3.03 COMPUTING/COMPILING				
TABULATES INFORMATION	(TO DEVELOP INSTRUCTOR PROFILE)			
TABULATES RESPONSES FROM LETTERS	(TO DEVELOP STUDENT PROFILE)			

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

4. DESIGN ACTIVITIES.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE DESIGN ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
4.03 COMPUTING/COMPILING			
DESIGNS CUE SHEET (TO ASSIST PROJECTIONIST & SPEAKER)			
USES RULER AND PENCIL (TC DESIGN LAYOUT FOR MASTER)	-----	----------	----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

5. PRODUCTION ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE PRODUCTION ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (√) IF TASK DONE	TIME SPENT 1. LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2. SMALL AMT 3. MODERATE AMOUNT 4. LARGE AMT 5. MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1. NOT IMPORTANT 2. FAIRLY IMPORTANT 3. IMPORTANT 4. VERY IMPORTANT 5. ESSENTIAL
5.01 COMPARING				
ARRANGES MATERIALS IN SEQUENCE	(TO ORGANIZE IN PRESCRIBED ORDER)			
5.02 COPYING				
ARRANGES LETTERS AND PICTURE	(TO PRODUCE ARTWORK)			
ARRANGES MATERIALS ON SHEET	(TO DESIGN LAYOUT)			
OPERATES COMPUTER TERMINAL	(TO STORE PROGRAM IN MEMORY)			
READS ALOUD	(TO MAKE RADIO ANNOUNCEMENTS)			
READS ALOUD	(TO ANNOUNCE STATION IDENTIFICATION)			
READS SCRIPT SILENTLY	(TO PUT AUDIBLE BEEP ON TAPE)			
READS SCRIPT ALOUD	(TO PRODUCE SCRATCH TAPE)			
TRACES LINES ON MASTER	(TO PROVIDE ILLUSTRATIONS)			
USES PAINTBRUSH AND PAINT	(TO PAINT IN TOPOGRAPHICAL FEATURES)			
USES RULER	(TO CHECK SYMMETRY OF DESIGN)			

5. PRODUCTION ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.03 COMPUTING/COMPILING				
ADJUSTS PLACEMENT OF CAMERA	(TO ENSURE QUALITY VISUAL)	-----	-----------	-----------
ADJUSTS PLACEMENT OF MIKES	(TO ENSURE QUALITY SOUND)	-----	-----------	-----------
ADJUSTS PLACEMENT OF LIGHTS	(TO ENSURE QUALITY VISUAL)	-----	-----------	-----------
DRAWS LINES ON FIBREGLASS BASE	(TO OUTLINE MAP)	-----	-----------	-----------
DRAWS SCALE DIAGRAM	(TO SERVE AS BLUEPRINT)			
LAYS OUT DESIGN ON FINISHED FORM	(TO PREPARE TO MAKE CHART)	-----	-----------	-----------
MEASURES PICTURE	(TO PRODUCE SCALE DRAWING)	-----	-----------	-----------
ROUGH SKETCHES CHARTS	(TO GET APPROVAL OF CLIENT)			
TIMES RECORDING WITH STOP WATCH	(TO DETERMINE LENGTH)	-----	-----------	-----------
TIMES SCRATCH TAPE WITH STOPWATCH	(TO ASSESS LENGTH OF TAPE)	-----	-----------	-----------
USES CHISEL AND LATHE	(TO CARVE WOODEN SCALE MODEL)			
5.04 ANALYZING				
CHANGES PACING	(TO IMPROVE PRESENTATION)	-----	-----------	-----------
GIVES SIGNAL TO TEACHER	(TO SIGNAL END OF PRODUCTION)	-----	-----------	-----------
WRITES CONFERENCE ROOM HANDBOOK	(TO DESCRIBE SCHEDULING PROCEDURES)			
5.05 EXCHANGING INFORMATION				
GIVES SIGNAL TO TEACHER	(TO SIGNAL END OF PRODUCTION)	-----	-----------	-----------

5. PRODUCTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.06 CONSULTING/INSTRUCTING				
DEVELOPS CONTACT PRINTS	(TO DEMONSTRATE DEVELOPMENT)	-----	-----------	-----------
DEVELOPS FILM	(TO DEMONSTRATE FILM DEVELOPMENT)	-----	-----------	-----------
EXPOSES CONTACT PRINTS IN FRAME	(TO DEMONSTRATE EXPOSURE)	-----	-----------	-----------
OPERATES INSTAMATIC MOVIE CAMERA	(TO DEMONSTRATE TO STUDENTS)	-----	-----------	-----------
OPERATES SIMPLE CAMERA	(TO DEMONSTRATE CAMERA OPERATION)	-----	-----------	-----------
5.08 HANDLING/TENDING				
APPLIES LETTERING TO MASTER	(TO PREPARE MASTER FOR PRINTING)	-----	-----------	-----------
ATTACHES ADHESIVE COLOR MATERIAL	(TO ADD COLOR TO MASTER)	-----	-----------	-----------
INSERTS FILM CARTRIDGE	(TO LOAD INSTAMATIC CAMERA)	-----	-----------	-----------
LAYS TISSUE OVER VISUAL	(TO INDICATE IMAGE AREA)	-----	-----------	-----------
LIFTS AND CARRIES PROPS	(TO ARRANGE SET FOR TAPING)	-----	-----------	-----------
MIXES CHEMICALS	(TO PROCESS BLACK & WHITE FILM)	-----	-----------	-----------
MIXES CHEMICALS	(TO PROCESS COLOR FILM)	-----	-----------	-----------
OPERATES 3M SECRETARY COPIER	(TO PRODUCE TRANSPARENCY OF MASTER)	-----	-----------	-----------
OPERATES 3M MODEL SEVENTY MACHINE	(TO MAKE TRANSPARENCY OF HARD COPY)	-----	-----------	-----------
OPERATES ADHESIVE COATING MACHINE	(TO APPLY WAX TO MATERIALS)	-----	-----------	-----------
OPERATES ADDOFAX MACHINE	(TO MAKE BLUE CARBON TRANSPARENCY)	-----	-----------	-----------
OPERATES DRYMOUNT PRESS	(TO LAMINATE PICTURES)	-----	-----------	-----------

5. PRODUCTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES INSTAMATIC MOVIE CAMERA	(TO DEMONSTRATE TO STUDENTS)	-----	-----------	-----------
OPERATES MAGNETIC ERASING MACHINE	(TO ERASE TAPE CARTRIDGES)			
OPERATES MAGNETIC ERASING MACHINE	(TO ERASE AUDIO TAPES)	-----	-----------	-----------
OPERATES OZAMATIC MACHINE	(TO MAKE COLOR OVERLAYS)	-----	-----------	-----------
OPERATES THERMOFAX MACHINE	(TO PROVIDE TRANSPS OF MATRICES)			
PRESSES TONE BUTTON ON CUF	(TO PUT AUDIBLE BEEP ON TAPE)	-----	-----------	-----------
PROCESSES BLACK & WHITE FILM	(TO DEVELOP FILM)	-----	-----------	-----------
PULLS HANDLE ON MODEL	(TO ENSURE MODEL IN WORKING ORDER)			
SCREWS PLASTIC MODEL TO DISPLAY	(TO MOUNT MODEL)	-----	-----------	-----------
TESTS LIGHT LEVEL	(TO SET CAMERA)	-----	-----------	-----------
USES PREPARED ACETATES	(TO INDICATE IMAGE AREA)			
USES SEALING IRON	(TO MOUNT SLIDES)	-----	-----------	-----------
USES SLIDE MOUNTS	(TO MOUNT SLIDES)	-----	-----------	-----------
USES TAPE	(TO TAPE FILM SHEETS TO FRAME)			
USES TECHNIFAX HINGES	(TO MOUNT TRANSPARENCIES)	-----	-----------	-----------
5.09 MANIPULATING/OPERATING				
ADJUSTS PLACEMENT OF CAMERA	(TO ENSURE QUALITY VISUAL)	-----	-----------	-----------
ADJUSTS PLACEMENT OF MIKES	(TO ENSURE QUALITY SOUND)			
ADJUSTS PLACEMENT OF LIGHTS	(TO ENSURE QUALITY VISUAL)	-----	-----------	-----------
APPLIES GUMMED LETTERING TO PAPER	(TO PRODUCE ARTWORK)	-----	-----------	-----------

5. PRODUCTION ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ARRANGES LETTERS AND PICTURE	(TO PRODUCE ARTWORK)			
ASSEMBLES MATERIALS ON MASTER	(TO PREPARE COPY FOR PRINTING)			
ASSEMBLES SHEETS OF FILM ON MOUNT	(TO PRODUCE OVERLAYS)			
BUILDS SOUND PROOF CEILING	(TO EQUIP CCTV STUDIO)			
CUTS LEADER FROM FILM	(TO PRODUCE CONTINUOUS FOOTAGE)			
CUTS PIECES OF STYROFOAM	(TO BUILD CONTOURS)			
DEVELOPS CONTACT PRINTS	(TO DEMONSTRATE DEVELOPMENT)			
DEVELOPS FILM	(TO DEMONSTRATE FILM DEVELOPMENT)			
EXPOSES CONTACT PRINTS IN FRAME	(TO DEMONSTRATE EXPOSURE)			
GLUES PIECES OF STYROFOAM	(TO BUILD CONTOURS)			
INSERTS FILM	(TO LOAD CAMERA)			
MAKES PATCHES ON ELECTRONIC PANEL	(TO MAKE REMOTE RECORDING)			
MIXES NARRATION TAPE & SOUND	(TO PRODUCE FINISHED TAPE)			
OPERATES 35 MM CAMERA	(TO PHOTOGRAPH)			
OPERATES ART O GRAPH MACHINE	(TO PRODUCE TRACED IMAGE)			
OPERATES AUDIO EQUIPMENT	(TO PRODUCE REMOTE RECORDING)			
OPERATES AUDIO TAPE RECORDER	(TO TAPE CLASSROOM DIALOGS)			
OPERATES AUDIO TAPE CONSOLE	(TO MAKE TAPE CARTRIDGES)			
OPERATES CAMERA AND VTR	(TO MAKE VTR RECORDING)			
OPERATES COPYCAT MACHINE	(TO PREPARE PLATES FOR OFFSET)			

5. PRODUCTION ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES COPY CAMERA	(TO PHOTOGRAPH COPYWORK)	-----	-----------	-----------
OPERATES CONTACT PRINTER	(TO MAKE BLACK & WHITE PRINTS)			
OPERATES COPY CAMERA	(TO MAKE SLIDES OF VISUALS)	-----	-----------	-----------
OPERATES COPY PROCESS CAMERA	(TO MAKE HALF TONE COPY)	-----	-----------	-----------
OPERATES CONTACT PRINTER	(TO MAKE COLOR PRINTS)			
OPERATES COPY CAMERA	(TO PRODUCE SLIDES)	-----	-----------	-----------
OPERATES COMPUTER TERMINAL	(TO STORE PROGRAM IN MEMORY)	-----	-----------	-----------
OPERATES ENLARGER	(TO MAKE BLACK & WHITE PRINTS)			
OPERATES ENLARGER	(TO MAKE COLOR PRINTS)	-----	-----------	-----------
OPERATES HEADLINER MACHINE	(TO PRODUCE FILM LETTERING)	-----	-----------	-----------
OPERATES HIGH SPEED DUPLICATOR	(TO PRODUCE COPIES OF AUDIOTAPES)			
OPERATES ITEK MACHINE	(TO PRODUCE MASTER FOR OFFSET)	-----	-----------	-----------
OPERATES LINOSCRIBE MACHINE	(TO MAKE LETTERING)	-----	-----------	-----------
OPERATES MOTION PICTURE CAMERA	(TO RECORD ACTION)			
OPERATES MOTION PICTURE PROJECTOR	(TO PREVIEW RAW FOOTAGE)	-----	-----------	-----------
OPERATES MOVIEPROJECTOR & RECORDER	(TO RECORD AUDIO FROM FILM)	-----	-----------	-----------
OPERATES OFFSET PRESS	(TO PRINT MATERIALS)			
OPERATES OZALID MACHINE	(TO PRODUCE TRANSPARENCY)	-----	-----------	-----------
OPERATES POLAROID CAMERA	(TO PHOTOGRAPH COMPLICATED VISUALS)	-----	-----------	-----------
OPERATES SIMPLE CAMERA	(TO DEMONSTRATE CAMERA OPERATION)			

5. PRODUCTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES SOUND EQUIPMENT	(TO RECORD SOUND)	-----	-----------	-----------
OPERATES SPIRAL BINDING MACHINE	(TO BIND MATERIALS)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO RECORD LESSON SIMULATION)	-----	-----------	-----------
OPERATES TAPE RECORDER, RECORDPLAYER	(TO MAKE ANTHOLOGY TAPE)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO DUPLICATE CARTRIDGES)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO PRODUCE SCRATCH TAPE)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO RECORD CONFERENCE SESSIONS)	-----	-----------	-----------
OPERATES TAPERECORDER & RECORDPLAYER	(TO PRODUCE AUDIO TAPES OF RECORDS)	-----	-----------	-----------
OPERATES TAPERECORDER AND TV	(TO MAKE TAPES OF TV PROGRAMS)	-----	-----------	-----------
OPERATES TAPE RECORDER AND PROJECTOR	(TO MAKE SYNCHRONIZED AUDIOTAPE)	-----	-----------	-----------
OPERATES TV CAMERA	(TO RECORD SESSION FOR ITV)	-----	-----------	-----------
OPERATES TWO TAPE RECORDERS	(TO MAKE MASTER TAPE RECORDING)	-----	-----------	-----------
OPERATES TWO CONNECTED RECORDERS	(TO DUPLICATE AUDIOTAPES)	-----	-----------	-----------
OPERATES VIDEOTAPE CAMERA	(TO RECORD PRODUCTION)	-----	-----------	-----------
OPERATES VIDEOTAPE RECORDER	(TO RECORD PRODUCTION)	-----	-----------	-----------
PREPARES VTR SET UP	(TO READY FOR RECORDING)	-----	-----------	-----------
PUTS IMPULSES ON TAPE	(TO PRODUCE PULSED TAPE)	-----	-----------	-----------
SETS SWITCH ON MACHINE	(TO MAKE REMOTE RECORDING)	-----	-----------	-----------
SETS UP AUDIO EQUIPMENT	(TO PREPARE FOR RECORDING)	-----	-----------	-----------
SETS UP LIGHTS	(TO PREPARE FOR TAPING)	-----	-----------	-----------

5. PRODUCTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SETS UP MIKE AND TAPE DECK	(TO PUT AUDIBLE BEEP ON TAPE)	-----	-----------	-----------
SETS UP MIKES	(TO PREPARE FOR TAPING)			
SETS UP TRIPOD AND CAMERA	(TO PREPARE FOR SHOOTING)	-----	-----------	-----------
SETS UP VIDEOTAPE RECORDER	(TO PREPARE FOR TAPING)	-----	-----------	-----------
SETS UP VTR CAMERA	(TO PREPARE FOR TAPING)			
TIMES RECORDING WITH STOP WATCH	(TO DETERMINE LENGTH)	-----	-----------	-----------
TIMES SCRATCH TAPE WITH STOPWATCH	(TO ASSESS LENGTH OF TAPE)	-----	-----------	-----------
TRACES LINES ON MASTER	(TO PROVIDE ILLUSTRATIONS)			
USES COLOR LIFT PROCESS	(TO MAKE VISUAL)	-----	-----------	-----------
USES DIAZO PROCESS	(TO MAKE TRANSPARENCY OF MASTER)	-----	-----------	-----------
USES EMBOSSOGRAPH MACHINE	(TO PRODUCE LETTERS FOR SCALE MODEL)			
USES FILM SPLICER	(TO SPLICE RAW FOOTAGE)	-----	-----------	-----------
USES GLUE	(TO MOUNT LETTERING ON MASTER)	-----	-----------	-----------
USES METAL SAW	(TO CUT AWAY PARTS OF MODEL)			
USES PAINTBRUSH AND PAINT	(TO PAINT IN TOPOGRAPHICAL FEATURES)	-----	-----------	-----------
USES PAPER CUTTER	(TO PREPARE SUPPLIES OF TISSUE)	-----	-----------	-----------
USES PLASTIC FORMING MACHINE	(TO MAKE PLASTIC MODEL)			
USES RULER	(TO CHECK SYMMETRY OF DESIGN)	-----	-----------	-----------
USES STYLUS	(TO MAKE ACETATE CUT)	-----	-----------	-----------
USES TACKING IRON AND TISSUE	(TO PREPARE FOR DRYMOUNTING)			

5. PRODUCTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.10 PRECISION WORKING				
DRAWS ORIGINAL CARTOON	(TO PROVIDE ILLUSTRATION)	-----	-----------	-----------
PREPARES CAMERA	(TO READY FOR SHOOTING)	-----	-----------	-----------
PREPARES SOUND EQUIPMENT	(TO READY FOR SHOOTING)	-----	-----------	-----------
USES BURNISH ON MATERIALS	(TO PROVIDE LETTERING)	-----	-----------	-----------
USES CHISEL AND LATHE	(TO CARVE WOODEN SCALE MODEL)	-----	-----------	-----------
USES STENCIL AND MARKING PEN	(TO PROVIDE LETTERING)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

6. EVALUATION-SELECTION ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE EVALUATION-SELECTION ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
6.01 COMPARING				
CHECKS PICTURES AGAINST SCRIPT	(TO ENSURE ALL VISUALS PRESENT)			
CHECKS SLIDES PRODUCED	(TO ENSURE ORDER FILLED)	-----	-----------	-----------
INSPECTS RETURNED MATERIALS	(TO CHECK FOR DAMAGE)	-----	-----------	-----------
TESTS PROJECTOR FAN	(TO ENSURE WORKING ORDER)			
6.02 COPYING				
CHECKS COMPONENTS	(TO ENSURE COMPLETE)	-----	-----------	-----------
CHECKS LEVEL OF SUPPLIES	(TO DETERMINE NEED FOR ORDERS)	-----	-----------	-----------
CHOOSES APPROPRIATE CHEMICALS	(TO PROCESS BLACK & WHITE FILM)			
COMPARES RESPONSES AND ANSWER KEY	(TO SCORE EVAL INSTRUMENTS)	-----	-----------	-----------
MONITORS SOUND FROM LOCATION	(TO CHECK QUALITY)	-----	-----------	-----------
OBSERVES AUDIO METERS	(TO MONITOR BROADCAST SIGNAL)			
PROOFREADS COPY	(TO CHECK FOR ERRORS)	-----	-----------	-----------
SELECTS APPROPRIATE EQUIPMENT	(TO TAKE TO CLASSROOM)	-----	-----------	-----------

6. EVALUATION-SELECTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SELECTS NEW TUBES	(TO REPLACE DEFECTIVE TUBES)	-----	-----------	-----------
TESTS AUDIO EQUIPMENT	(TO PREPARE FOR RECORDING)	-----	-----------	-----------
WATCHES METER	(TO ENSURE APPROP VOLUME FOR HELP)	-----	-----------	-----------
6.03 COMPUTING/COMPILING				
CHECKS AUDIO LEVEL	(TO ENSURE ADEQUATE SOUND)	-----	-----------	-----------
CHECKS CATALOG NOTATION	(TO ENSURE CORRECT)	-----	-----------	-----------
CHOOSES APPROPRIATE NARRATOR	(TO OBTAIN SCRIPT NARRATOR)	-----	-----------	-----------
READS COURSE MATERIALS	(TO ENSURE CORRECT CATALOG NOTATIONS)	-----	-----------	-----------
READS SCRIPT	(TO ENSURE CORRECT GRAMMAR)	-----	-----------	-----------
SELECTS APPROPRIATE FILM	(TO LOAD CAMERA)	-----	-----------	-----------
SURVEYS CLASSROOM	(TO DETERMINE SET ARRANGEMENT)	-----	-----------	-----------
SURVEYS ROOM	(TO PLAN VTR SET UP)	-----	-----------	-----------
TAPULATES RECOMMENDATIONS	(TO SUMMARIZE EVALUATION)	-----	-----------	-----------
6.04 ANALYZING				
TESTS LEVELS ON MIKES	(TO ENSURE QUALITY SOUND)	-----	-----------	-----------
CHOOSES APPROPRIATE COLORS	(TO ILLUSTRATE CHART)	-----	-----------	-----------
EDITS SCRIPT	(TO IMPROVE QUALITY)	-----	-----------	-----------
IDENTIFIES APPROP PERSONS	(TO ASK THEM TO PREVIEW FILMS)	-----	-----------	-----------
LISTENS TO RECORDING	(TO ENSURE COMPLETE AND CORRECT)	-----	-----------	-----------

6. EVALUATION-SELECTION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
MONITORS AUDIO DIALS	(TO MAKE ADJUSTMENTS IN LEVEL)	-----	-----------	-----------
MONITORS OSCILLOSCOPE	(TO ENSURE QUALITY PRODUCTION)	-----	-----------	-----------
OBSERVES IMAGE ON MONITOR	(TO CHANGE CAMERA ANGLE)	-----	-----------	-----------
OBSERVES IMAGE ON MONITOR	(TO SWITCH CAMERAS)	-----	-----------	-----------
OBSERVES MONITOR	(TO ADJUST SET AND CAMERA)	-----	-----------	-----------
OBSERVES SET ON MONITORS	(TO ADJUST SET AND LIGHTING)	-----	-----------	-----------
SELECTS MORE APPROP. VISUALS	(TO IMPROVE PRESENTATION)	-----	-----------	-----------
6.08 HANDLING/TENDING				
INSPECTS RETURNED EQUIPMENT	(TO CHECK FOR DAMAGE)	-----	-----------	-----------
TESTS PROJECTOR FAN	(TO ENSURE WORKING ORDER)	-----	-----------	-----------
USES SCISSORS	(TO EDIT PORTIONS OF FILM)	-----	-----------	-----------
6.09 MANIPULATING/OPERATING				
CHECKS IMAGE SIZE AND CLARITY	(TO PREPARE TO PROJECT SLIDES)	-----	-----------	-----------
MONITORS AUDIO DIALS	(TO MAKE ADJUSTMENTS IN LEVEL)	-----	-----------	-----------
MONITORS OSCILLOSCOPE	(TO ENSURE QUALITY PRODUCTION)	-----	-----------	-----------
OBSERVES IMAGE ON MONITOR	(TO CHANGE CAMERA ANGLE)	-----	-----------	-----------
OBSERVES IMAGE ON MONITOR	(TO SWITCH CAMERAS)	-----	-----------	-----------
OBSERVES MONITOR	(TO ADJUST SET AND CAMERA)	-----	-----------	-----------
OBSERVES SET ON MONITORS	(TO ADJUST SET AND LIGHTING)	-----	-----------	-----------

6. EVALUATION-SELECTION ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TESTS AUDIO EQUIPMENT	(TO PREPARE FOR RECORDING)	-----	------------	-----------
TESTS EQUIPMENT TO BE LOANED	(TO ENSURE OPERATING CONDITION)	-----	------------	-----------
TESTS LANGUAGE LAB EQUIPMENT	(TO LOCATE OPERATING FLAWS)	-----	------------	-----------
TESTS LEVELS ON MIKES	(TO ENSURE QUALITY SOUND)	-----	------------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

7. SUPPORT-SUPPLY ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE SUPPORT-SUPPLY ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
7.01 COMPARING				
COMPARES EQUIP WITH PURCHASE ORDER	(TO ENSURE ORDER IS CORRECT)			
COMPARES LIST WITH PAST LIST	(TO CHECK ACCURACY)			
COMPARES SCHEDULE CARD WITH STOCK	(TO ASCERTAIN MISSING ITEM)			
COMPARES TITLE WITH CATALOG	(TO DETERMINE IF ALREADY CATALOGED)			
SORTS MATERIALS	(TO PREPARE FOR SHELVING)			
USES CHECKLIST	(TO LOCATE MATERIALS FOR DELIVERY)			
7.02 COPYING				
ALPHABETIZES CHECK OUT CARDS	(TO PREPARE TO FILE)			
ALPHABETIZES CATALOG CARDS	(TO PREPARE FOR FILING)			
ARRANGES SHELF LIST CARDS	(TO PREPARE FOR FILING)			
ARRANGES TAPES IN RACK	(TO PREPARE TO BROADCAST)			
ASSIGNS CODE NUMBER TO CHART	(TO KEEP RECORD)			
ASSIGNS CODE FROM ACCESSION LIST	(TO IDENTIFY MATERIALS)			

7. SUPPORT-SUPPLY ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ASSIGNS SUBJECT HEADINGS	(TO CLASSIFY MATERIALS)	-----	-----------	-----------
CHECKS LIST	(TO DETERMINE AVAILABLE MATERIALS)	-----	-----------	-----------
CHECKS FILM TITLE RECEIVED	(TO ENSURE ACCURACY OF ORDER)	-----	-----------	-----------
CHECKS NAME AND NUMBER OF FILM	(TO ENSURE ACCURACY)	-----	-----------	-----------
CHECKS SCHEDULE BOOK	(TO DETERMINE AVAILABLE MATERIALS)	-----	-----------	-----------
CHECKS SCHEDULE CARD	(TO RECORD ITEMS RETURNED)	-----	-----------	-----------
CHECKS STUDENT SCHEDULE	(TO IDENTIFY CORRECT ASSIGNMENT)	-----	-----------	-----------
COMPARES HOLDINGS WITH INVENTORY	(TO CHECK ACCURACY OF INVENTORY)	-----	-----------	-----------
DETERMINES STANDARD NOTATION	(TO PREPARE TO CATALOG)	-----	-----------	-----------
LABELS CARTRIDGES	(TO IDENTIFY FOR FUTURE USE)	-----	-----------	-----------
LABELS KITS OF MATERIALS	(TO IDENTIFY THEM)	-----	-----------	-----------
LOCATES AUDIO TAPE CARTRIDGES	(TO PREPARE FOR OPERATION OF LAB)	-----	-----------	-----------
LOCATES REQUESTED MATERIAL	(TO ASSIST REQUESTOR)	-----	-----------	-----------
LOCATES SCHEDULE CARD	(TO RECORD DATE NEEDED)	-----	-----------	-----------
LOGS IN RETURNED MATS. & EQUIP.	(TO HAVE RECORD OF RETURN)	-----	-----------	-----------
LOGS OUT MATERIALS AND EQUIPMENT	(TO HAVE RECORD OF LOAN)	-----	-----------	-----------
MARKS WEEKLY TAG OF MATS LOANED	(TO HAVE WEEKLY RECORD)	-----	-----------	-----------
MATCHES FILMS WITH ORDER SLIPS	(TO ASSIGN FILM TO REQUESTOR)	-----	-----------	-----------
OBSERVES STOCK OF PAPER	(TO ENSURE ADEQUATE SUPPLIES)	-----	-----------	-----------
OPERATES COMPUTER TERMINAL	(TO LIST MESSAGES RECEIVED)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES COMPUTER TERMINAL	(TO MAKE PROGRAM TAPES)	-----	-----------	-----------
OPERATES COMPUTER TERMINAL	(TO UNSAVE OLD PROGRAMS)			
READS CATALOG	(TO VERIFY CITATION OF FILM)	-----	-----------	-----------
READS SCRIPT	(TO CHANGE OVERHEADS ON CUE)	-----	-----------	-----------
REVIEWS CIRCULATION RECORDS	(TO WRITE OVERDUE NOTICES)			
SCHEDULES BUS AND DRIVER	(TO RESERVE FOR FIELD TRIP)	-----	-----------	-----------
SCHEDULES TIME AND DATE	(TO ARRANGE FOR CCTV BROADCAST)	-----	-----------	-----------
SELECTS ONE ITEM FROM EACH PILE	(TO COLLATE MATERIALS)			
TRACES LOST FILM	(TO RETURN TO DISTRIBUTOR)	-----	-----------	-----------
USES STROBOSCOPIC DISC	(TO CHECK TURNTABLE SPEED)	-----	-----------	-----------
USES TUBE TESTER	(TO INSPECT ELECTRICAL SYSTEMS)			
USES TUBE TESTER	(TO IDENTIFY DEFECTIVE TUBES)	-----	-----------	-----------
VISUALLY INSPECTS TAPES	(TO CHECK FOR BREAKAGES)	-----	-----------	-----------
WRITES LIBRARY CARD	(TO ASSIST CHILDREN)			
WRITES NAME OF PROGRAM	(TO HAVE RECORD OF RECORDING)	-----	-----------	-----------
WRITES TITLE AND REQUESTOR	(TO RECORD REQUEST)	-----	-----------	-----------
7.03 COMPUTING/COMPILING				
ADAPTS COMMERCIAL CATALOG CARDS	(TO CATALOG TO LOCAL NEEDS)			
ASSIGNS SEQUENTIAL CONTROL NUMBER	(TO CATALOG NEW MATERIALS)	-----	-----------	-----------
CALCULATES USED CHECK OUT CARDS	(TO COMPILE DAILY REPORT)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CHECKS MATS FOR LRNG ACTIVITY	(TO CHECK IF READY FOR STUDENT)	-----	-----------	-----------
CHOOSES ALTERNATE DATE	(TO RESERVE MATERIALS)	-----	-----------	-----------
CONSULTS DRAWING AND PARTS LIST	(TO IDENTIFY NON-FUNCTIONING PART)	-----	-----------	-----------
COPIES INFO FROM SCHEDULE CARDS	(TO LIST EQUIPMENT HOLDINGS)	-----	-----------	-----------
CROSS INDEXES MATERIALS	(TO FACILITATE LOCATION)	-----	-----------	-----------
EXAMINES FLOOR PLAN	(TO DETERMINE LOCATION FOR COMPONENTS)	-----	-----------	-----------
KEEPS INVENTORY ON EQUIPMENT	(TO MAINTAIN REPAIR HISTORY)	-----	-----------	-----------
LISTS EQUIPMENT RECEIVED	(TO COMPILE NEW EQUIPMENT INVENTORY)	-----	-----------	-----------
LISTS PROJECTED EQUIPMENT NEEDS	(TO PROVIDE BUDGET INFORMATION)	-----	-----------	-----------
LOCATES SPOKEN RECORDS	(TO COMPILE ANTHOLOGY TAPE)	-----	-----------	-----------
READS PHYSICAL SCHEMATIC	(TO DETERMINE EQUIPMENT LAYOUT)	-----	-----------	-----------
REMOVES OUT OF DATE CARDS	(TO KEEP CATALOG FILES CURRENT)	-----	-----------	-----------
USES REFERENCE BOOKS	(TO CHECK ACCURACY OF FILM NOTATION)	-----	-----------	-----------
7.04 ANALYZING				
ANALYZES USAGE FIGURES	(TO PROJECT EQUIPMENT NEEDS)	-----	-----------	-----------
LISTENS TO SCRATCH TAPE	(TO MATCH AUDIO AND VISUALS)	-----	-----------	-----------
LOCATES APPROP PICTURES IN BOOK	(TO ASCERTAIN AUTHENTICITY OF VISUAL)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.08 HANDLING/TENDING				
AFFIXES CODE NUMBER ON CHART	(TO IDENTIFY)	-----	----------	----------
ARRANGES CHAIRS	(TO PREPARE PREVIEW ROOM)	-----	----------	----------
ARRANGES FURNITURE	(TO PREPARE FOR CONFERENCE SESSION)	-----	----------	----------
BUNDLES PRINTED MATERIALS	(TO PREPARE FOR COLLATING)	-----	----------	----------
CARRIES BOXES TO STORE ROOM	(TO STORE BOXES)	-----	----------	----------
CARRIES EQUIPMENT TO CLASSROOM	(TO DELIVER TO CLASSROOM)	-----	----------	----------
CARRIES EQUIPMENT TO ROOM	(TO STORE EQUIPMENT)	-----	----------	----------
CARRIES FILMS TO WORK AREA	(TO PREPARE FOR INSPECTION)	-----	----------	----------
CARRIES FILM TO VIEWING ROOM	(TO AWAIT SHOWING)	-----	----------	----------
CARRIES TAPES TO STORAGE	(TO STORE FOR NEXT USE)	-----	----------	----------
CHANGES VISUALS ON APPROP. OVERHEAD	(TO PROVIDE ILLUSTRATIONS)	-----	----------	----------
CLEANS AND DUSTS MATERIALS	(TO MAINTAIN CONDITION)	-----	----------	----------
CLEANS AND REFILLS PICKLE JAR	(TO MAINTAIN)	-----	----------	----------
CLEANS AV EQUIPMENT	(TO KEEP IN WORKING ORDER)	-----	----------	----------
CLEANS HEADS ON VTR	(TO KEEP IN WORKING ORDER)	-----	----------	----------
CLEANS HEADS ON EDEX CONSOLE	(TO KEEP IN WORKING ORDER)	-----	----------	----------
CLEANS LANGUAGE LAB EQUIPMENT	(TO ENSURE GOOD WORKING ORDER)	-----	----------	----------
CLEANS LENSES ON PROJECTORS	(TO KEEP IN WORKING ORDER)	-----	----------	----------
CLEANS OFF POINTS AND ROLLERS	(TO MAINTAIN FILM INSPECTOR)	-----	----------	----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CLEANS ROLLERS	(TO MAINTAIN OFFSET MACHINE)	-----	-----------	-----------
CLEANS WORK AREA	(TO KEEP CLEAN/ORGANIZED)	-----	-----------	-----------
DEMAGNETIZES HEADS ON RECORDERS	(TO KEEP IN WORKING ORDER)	-----	-----------	-----------
LABELS CARTRIDGES	(TO IDENTIFY FOR FUTURE USE)	-----	-----------	-----------
LAYS OUT INKS AND FILM IN LAB	(TO PREPARE FOR STUDENTS USE)	-----	-----------	-----------
LOADS CARTRIDGES IN CONSOLE	(TO PREPARE FOR OPERATION OF LAB)	-----	-----------	-----------
LOADS EQUIPMENT ON CART	(TO DELIVER TO CONFERENCE ROOM)	-----	-----------	-----------
LOADS VAN WITH EQUIPMENT	(TO DELIVER TO LOCATION)	-----	-----------	-----------
MEASURES COMPONENTS	(TO DETERMINE SIZE OF BOX)	-----	-----------	-----------
MOVES COUNTER DIAL TO FRAME	(TO PREPARE FOR USE)	-----	-----------	-----------
OILS AV EQUIPMENT	(TO KEEP IN WORKING ORDER)	-----	-----------	-----------
OPERATES REAR SCREEN OVERHEAD	(TO SHOW VISUALS)	-----	-----------	-----------
OPERATES XEROX	(TO MAKE COPIES OF MESSAGES RECEIVED)	-----	-----------	-----------
PACKAGES PRINTED MATERIALS	(TO PREPARE FOR DELIVERY)	-----	-----------	-----------
PACKS FILMS IN BOX	(TO RETURN TO LIBRARY)	-----	-----------	-----------
PACKS FILMSTRIPS IN MAILING TUBE	(TO PREPARE FOR DELIVERY)	-----	-----------	-----------
PACKS UP EQUIPMENT	(TO RETURN TO AV CENTER)	-----	-----------	-----------
PASTES DATE-DUE SLIPS IN BOOKS	(TO PREPARE FOR CIRCULATION)	-----	-----------	-----------
PICKS UP AND CARRIES BOXES	(TO LOAD IN VAN)	-----	-----------	-----------
PLACES COLLATED MATERIALS IN BOX	(TO PACK BOXES)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
PLACES INSPECTED FILMS ON SHELVES	(TO STORE FOR FUTURE USE)			
PLACES MATERIALS ON SHELVES	(TO STORE FOR NEXT USE)			
PLACES MATERIALS IN BOXES	(TO PREPARE FOR DELIVERY)			
PLACES TABLES IN POSITION	(TO PREPARE FOR PRESENTATION)			
PLACES TAPE CARTRIDGES ON SHELF	(TO STORE FOR FUTURE USE)			
PRESSES BUTTON ON CONSOLE	(TO RESTORE SYNCHRONIZATION)			
PRESSES FILM GUIDE WHEEL	(TO RESTORE WORKING ORDER)			
PRESTAMPS DATE DUE CARDS	(TO PREPARE FOR DISTRIBUTION)			
PUSHES CART	(TO DELIVER TO CONFERENCE ROOM)			
PUTS LABEL ON BOXES	(TO IDENTIFY BOXES)			
PUTS MATERIALS IN PILES	(TO PREPARE TO COLLATE)			
PUTS PLASTIC JACKETS ON BOOKS	(TO PROTECT MATERIALS)			
PUTS TAPE ON BOXES	(TO SEAL BOXES)			
REFILLS BATH SOLUTIONS	(TO MAINTAIN ITEK MACHINE)			
REFILLS PRINTING SOLUTION	(TO MAINTAIN OFFSET MACHINE)			
REMOVES DAMAGED MATERIALS	(TO KEEP FROM CIRCULATION)			
REMOVES STUCK COPIES IN COPIER	(TO RESTORE OPERATING CONDITION)			
REPLACES EQUIPMENT ON SHELVES	(TO STORE FOR FUTURE USE)			
REPLACES JACKETS ON RECORDS	(TO KEEP CLEAN)			
REPLACES LABELS ON EQUIPMENT	(TO ENSURE IDENTIFICATION)			

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
RUBS TIRE WITH SWAB	(TO CLEAN TIRE)	-----	-----------	-----------
SETS UP CIRCULATION DESK DAILY	(TO PREPARE FOR DISTRIBUTION)	-----	-----------	-----------
SETS UP TAPE RECORDER	(TO PREPARE FOR PLAYBACK)	-----	-----------	-----------
SPRAYS CONTROLS IN CONSOLE	(TO CLEAN)	-----	-----------	-----------
STAMPS OWNERSHIP MARK ON MATERIALS	(TO IDENTIFY MATERIALS)	-----	-----------	-----------
STANDS UP SCREENS	(TO PREPARE FOR PRESENTATION)	-----	-----------	-----------
STORES TAPES ON RACK	(TO STORE FOR NEXT USE)	-----	-----------	-----------
TAPES EXTENSION CORDS TO FLOOR	(TO PREPARE FOR PRESENTATION)	-----	-----------	-----------
TESTS CONTROL DEVICE	(TO PREPARE FOR PRESENTATION)	-----	-----------	-----------
TIES TAG ON MACHINE	(TO IDENTIFY MACHINE)	-----	-----------	-----------
TURNS ON DRYMOUNT PRESS	(TO PREPARE FOR STUDENTS USE)	-----	-----------	-----------
UNLOADS EQUIPMENT	(TO DELIVER TO CONFERENCE ROOM)	-----	-----------	-----------
UNLOADS TRUCK	(TO DELIVER EQUIPMENT)	-----	-----------	-----------
UNPACKS RETURNED FILMSTRIPS	(TO RETURN TO STORAGE)	-----	-----------	-----------
USES COTTON SWABS AND ALCOHOL	(TO CLEAN HEADS ON VIDEOTAPE RECORDER)	-----	-----------	-----------
USES STOPWATCH	(TO RECORD RUNNING TIME OF FILM)	-----	-----------	-----------
USES TUBE TESTER	(TO TEST TUBES)	-----	-----------	-----------
WHEELS DOLLIES	(TO DELIVER EQUIPMENT)	-----	-----------	-----------
WHEELS TRUCK TO CLASSROOM	(TO DELIVER EQUIPMENT)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.09 MANIPULATING/OPERATING				
CHANGES BULBS IN OVERHEAD PROJECTOR	(TO RESTORE WORKING ORDER)	-----	-----------	----------
CHANGES PROJECTOR BULBS & FUSES	(TO MAINTAIN IN WORKING ORDER)			
CHANGES TAPE IN CONSOLE	(TO MAKE MACHINE OPERATIONAL)	-----	-----------	----------
DRIVES CAR	(TO PICK UP DEFECTIVE EQUIPMENT)	-----	-----------	----------
DRIVES CAR	(TO DELIVER REPAIRED EQUIPMENT)			
DRIVES TO LOCATION	(TO DELIVER EQUIPMENT)	-----	-----------	----------
DRIVES [illegible] SCHOOLS	(TO CONSULT WITH TEACHERS)	-----	-----------	----------
DRIVES VISITOR TO SCHOOL	(TO SHOW PROJECT IN OPERATION)			
HOOKS UP COMPONENTS	(TO INSTALL)	-----	-----------	----------
HOOKS UP EACH COMPONENT	(TO PREPARE TO TEST)	-----	-----------	----------
INSTALLS NEW PART	(TO RESTORE WORKING ORDER)			
LOADS AUTOTUTOR MACHINE	(TO PREPARE FOR USE)	-----	-----------	----------
OPERATES AIR COMPRESSOR	(TO REMOVE DUST FROM PROJECTOR)	-----	-----------	----------
OPERATES AUDIO TAPE RECORDER	(TO PLAYBACK CLASSROOM DIALOGS)			
OPERATES BROADCAST CONSOLE	(TO SWITCH PROGRAM SOURCES)	-----	-----------	----------
OPERATES COMPUTER TERMINAL	(TO PRINT OUT TUTORIAL STRATEGY)	-----	-----------	----------
OPERATES COMPUTER TERMINAL	(TO LIST MESSAGES RECEIVED)			
OPERATES COMPUTER TERMINAL	(TO MAKE PROGRAM TAPES)	-----	-----------	----------
OPERATES COMPUTER TERMINAL	(TO UNSAVE OLD PROGRAMS)	-----	-----------	----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES EQUIPMENT	(TO VIEW MULTISCREEN PRESENTATION)	-----	-----------	-----------
OPERATES FILMSTRIP PROJECTOR	(TO TEST REPORTED MALFUNCTION)	-----	-----------	-----------
OPERATES FILMSTRIP PROJECTOR	(TO TEST LENS FOR DIRT)	-----	-----------	-----------
OPERATES HARWALD FILM INSPECTOR	(TO INSPECT AND REPAIR FILM)	-----	-----------	-----------
OPERATES MOVIE PROJECTOR	(TO PREVIEW FILM)	-----	-----------	-----------
OPERATES MOVIE PROJECTOR	(TO SHOW FILM)	-----	-----------	-----------
OPERATES OVERHEAD PROJECTOR	(TO TEST FINISHED TRANSPARENCY)	-----	-----------	-----------
OPERATES PROJECTOR	(TO TEST REPAIR)	-----	-----------	-----------
OPERATES PROJECTOR	(TO DETERMINE NON-FUNCTIONING PART)	-----	-----------	-----------
OPERATES RECORD PLAYER	(TO ENSURE WORKING ORDER)	-----	-----------	-----------
OPERATES RECORD PLAYER	(TO DETERMINE NON-FUNCTIONING PARTS)	-----	-----------	-----------
OPERATES SLIDE PROJECTOR	(TO MAKE PRESENTATION ON PROJECT)	-----	-----------	-----------
OPERATES SLIDE PROJECTOR	(TO SHOW EXEMPLARY SLIDES)	-----	-----------	-----------
OPERATES SLIDE PROJECTOR	(TO SHOW RAW PRESENTATION TO CLIENT)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO CHECK ACCURACY OF BEEPS)	-----	-----------	-----------
OPERATES TAPE RECORDER	(TO PLAY INSTRUCTIONAL TAPES)	-----	-----------	-----------
OPERATES VIDEOTAPE RECORDER	(TO RECORD PROGRAMS FROM NETWORK)	-----	-----------	-----------
OPERATES VIDEOTAPE RECORDER	(TO TRANSMIT PROGRAMS FROM NETWORK)	-----	-----------	-----------
OPERATES VTR	(TO PLAYBACK RECORDING)	-----	-----------	-----------
PREPARES VTR SET UP	(TO READY FOR PLAYBACK)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
READIES MATS AND EQUIPMENT IN LAB	(TO PREPARE FOR STUDENTS' USE)	-----	-----------	-----------
REPAIRS LECTERNS	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
REPAIRS MINOR FLAWS IN LECTERN	(TO MAINTAIN IN WORKING ORDER)	-----	-----------	-----------
REPAIRS TV RECEIVERS	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
REPLACES FUSE	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
REPLACES NEEDLE	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
REPLACES TUBE	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
SETS UP APPROPRIATE EQUIPMENT	(TO PREPARE FOR CONFERENCE SESSION)	-----	-----------	-----------
SETS UP CONTROL DEVICE	(TO PREPARE FOR PRESENTATION)	-----	-----------	-----------
SETS UP EDEX CONSOLE	(TO PREPARE FOR INSTRUCTOR)	-----	-----------	-----------
SETS UP SLIDE PROJECTORS	(TO PREPARE TO PROJECT SLIDES)	-----	-----------	-----------
STACKS UP COMPONENTS	(TO DETERMINE BOXING CONFIGURATION)	-----	-----------	-----------
STENCILS LABEL ON EQUIPMENT	(TO IDENTIFY)	-----	-----------	-----------
THREADS MOVIE PROJECTOR	(TO READY FOR SHOWING)	-----	-----------	-----------
UNLOADS AUTOTUTOR MACHINE	(TO STORE TAPE)	-----	-----------	-----------
UNPACKS EQUIPMENT	(TO PREPARE FOR INSTALLATION)	-----	-----------	-----------
USES TUBE TESTER	(TO IDENTIFY DEFECTIVE TUBES)	-----	-----------	-----------
WIPES OFF LENS	(TO CLEAN LENS)	-----	-----------	-----------
WIRES COMPONENTS TOGETHER	(TO INSTALL)	-----	-----------	-----------

7. SUPPORT-SUPPLY ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.10 PRECISION WORKING				
REPLACES MINOR WIRING IN AUTOTUTOR	(TO RESTORE WORKING ORDER)	-----	-----------	-----------
SETS UP EQUIPMENT	(TO PREPARE FOR MULTISCREEN PRES.)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

8. UTILIZATION ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
8.02 COPYING				
WRITES STUDENT RESPONSES	(TO TRY OUT LESSON)			
8.03 COMPUTING/COMPILING				
OBSERVES STUDENTS IN LAB	(TO ENSURE COMPLETION OF ASSIGNMENT)	-----	-----------	-----------
READS SCRIPT AND SHOWS SLIDES	(TO SHOW RAW PRESENTATION TO CLIENT)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

9. UTILIZATION-DISSEMINATION ACTIVITIES.

LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION-DISSEMINATION ACTIVITIES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE STATEMENTS WHICH YOU HAVE CHECKED.

		CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
9.02 COPYING				
SENDS NOTIFICATION TO REQUESTOR	(TO INFORM OF DATE SCHEDULED)			
9.03 COMPUTING/COMPILING				
READS NEW MATERIALS	(TO CLASSIFY MATERIALS)			
SENDS SUGGESTIONS TO PRODUCERS	(TO INFORM PRODUCERS OF NEEDS)			
SENDS SUGGESTIONS TO DIRECTOR	(TO INFORM DIRECTOR OF NEEDS)			
9.06 CONSULTING/INSTRUCTING				
DEMOS 8 MM MOVIE PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS DRYMOUNT PROCESS OPERATION	(TO INSTRUCT IN USE)			
DEMOS FILM STRIP PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS MOVIE PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS OVERHEAD PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS SLIDE PROJECTOR OPERATION	(TO INSTRUCT IN USE)			

9. UTILIZATION-DISSEMINATION ACTIVITIES.		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DEMOS SUPER 8 PROJECTOR OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DEMOS TAPE RECORDER OPERATION	(TO INSTRUCT IN USE)			
DEMOS VIDEOTAPE RECORDER OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
EXPLAINS OPERATION OF EDEX CONSOLE	(TO INFORM INSTRUCTOR)	-----	-----------	-----------
SHOWS HOW TO REPLACE BULBS	(TO INFORM AIDES OF OPERATION)			
SHOWS HOW TO OPERATE AUTOTUTOR	(TO INFORM AIDES OF OPERATION)	-----	-----------	-----------
TEACHES PREVENTIVE MAINTENANCE	(TO INFORM REPAIRMEN)	-----	-----------	-----------
9.08 HANDLING/TENDING				
DEMOS DRYMOUNT PROCESS OPERATION	(TO INSTRUCT IN USE)			
DEMOS OVERHEAD PROJECTOR OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DISTRIBUTES MESSAGES RECEIVED	(TO INFORM PROJECT STAFF)	-----	-----------	-----------
9.09 MANIPULATING/OPERATING				
DEMOS 8 MM MOVIE PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS FILM STRIP PROJECTOR OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DEMOS MOVIE PROJECTOR OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DEMOS SLIDE PROJECTOR OPERATION	(TO INSTRUCT IN USE)			
DEMOS SUPER 8 PROJ OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DEMOS TAPE RECORDER OPERATION	(TO INSTRUCT IN USE)	-----	-----------	-----------
DEMOS VIDEOTAPE RECORDER OPERATION	(TO INSTRUCT IN USE)			

9. UTILIZATION-DISSEMINATION ACTIVITIES.

		CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
EXPLAINS OPERATION OF EDEX CONSOLE	(TO INFORM INSTRUCTOR)	-----	-----------	-----------
SHOWS HOW TO REPLACE BULBS	(TO INFORM AIDES OF OPERATION)	-----	-----------	-----------
SHOWS HOW TO OPERATE AUTOTUTOR	(TO INFORM AIDES OF OPERATION)	-----	-----------	-----------
TEACHES PREVENTIVE MAINTENANCE	(TO INFORM REPAIRMEN)	-----	-----------	-----------

LIST ANY OTHER OF THESE ACTIVITIES WHICH YOU PERFORM: -

3. Middle Level Inventory

a. Organization of data.

At this level the tasks are grouped according to Outcomes, since the Outcome, rather than Activities or Purposes, is the main focus in task performance for the Middle Level person. The task statements are arranged according to DIT Functions and within each function task statements with similar Outcomes are grouped together. The numbered subheadings (e.g. "1.01 Keeping of purchase records/accounts") were generated after examining the groupings formed by the Outcome parts of the task statements; and the numbers are merely for convenience and not real data. The groups are numbered sequentially within each DIT Function.

This listing contains only those task statements with a Worker Instruction code of 5, or lower. The highest level tasks are not included.

b. Directions for filling out the inventory.

At this level, the worker is asked to check all of the Outcome groups performed and to check the tasks performed within those groups. He is asked to rate importance to job and time spent for only the Outcome groups which he performs. This is because at this level, the worker should think of his job in terms of a set of Outcomes rather than in terms of specific Activities, or of overall Purposes. (See instruction sheet attached to inventory.)

c. Middle Level Inventory Listings.

(See following pages.)

TASK INVENTORY

MIDDLE LEVEL

The following is a listing of tasks performed in the instructional media field. They are grouped according to similar Outcomes. Please fill in the background information section at the bottom of this page, then complete the inventory as follows:

(1) Read underlined Outcome statement #1.01. If you are not responsible for that Outcome, skip to Outcome 1.02. If you are responsible for it, place a check mark in the CHECK column, and then check each task listed below it that you do.

(2) Follow this procedure for each Outcome statement. At the end of each Function, write in all Outcomes and tasks you do for that Function which are not listed.

(3) When you have finished, turn back to the first page of the inventory. Now rate TIME SPENT and IMPORTANCE TO JOB for each of the Outcome statements which you have checked. The five-point scales for each of these categories are listed at the beginning of each Function. Be sure to rate every Outcome you checked or wrote in.

____
(Last Name)   (First Name)

____
(Job Title)

____
(Location)

1. ORGANIZATION MANAGEMENT OUTCOMES. LISTED BELOW ARE TASKS PERFORMED IN THE ORGANIZATION MANAGEMENT OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
1.01 KEEPING OF PURCHASE RECORDS/ACCOUNTS	-----	-----------	-----------
DEDUCTS AMOUNT OF PURCHASE TO RECORD CURRENT BALANCE	-----		
OPERATES CARD PUNCH MACHINE TO RECORD PURCHASE	-----		
OPERATES ADDING MACHINE TO TOTAL MONTHLY EXPENDITURES	-----		
SPECIFIES DELIV TIME/PLACE TO PREPARE PURCHASE ORDERS	-----		
ESTIMATES COST PER ITEM TO PREPARE PRICELIST	-----		
SIGNS FORMS TO PREPARE PURCHASE ORDERS	-----		
SUPERVISES SECRETARY TO PREPARE PURCHASE ORDERS	-----		
SUPERVISES BOOKKEEPER TO CREDIT DISTRICT ACCOUNTS	-----		
1.02 KEEPING OF WORK RECORDS/PAYMENT RECORDS	-----	-----------	-----------
WRITES NUMBER OF HOURS WORKED TO PROVIDE RECORD FOR PAYMENT	-----		
COMPUTES AND RECORDS PAYMENTS TO KEEP RECORD	-----		
COMPUTES TIME WORKED TO DETERMINE PAYMENT	-----		
ASSESSES FEE USING UNION RATES TO PAY NARRATOR	-----		
COMPUTES TOTAL HOURS WORKED TO PROVIDE PAYMENT TO OPERATORS	-----		
1.03 KEEPING OF STUDENT RECORDS	-----	-----------	-----------
MAKES MARK IN REGISTER TO RECORD STUDENT PRESENCE	-----		
RECORDS ERRORS AND FRAME NUMBER TO RECORD STUDENT PROGRESS	-----		
WRITES POST-TEST SCORE TO ADD TO STUDENT RECORD	-----		
WRITES ON STUDENT RECORD TO NOTE STUDENT ATTENDANCE	-----		
ASSIGNS LETTER GRADES TO RECORD STUDENT PROGRESS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.04 KEEPING OF MISCELLANEOUS RECORDS		-----------	-----------
LISTS NUMBER OF RECORDINGS MADE TO KEEP RECORD OF WORK	-----		
CHECKS LIST TO NOTE RETURNED QUESTIONNAIRES	-----		
ANALYZES CIRCULATION RECORDS TO COMPUTE USAGE FIGURES	-----		
ADDS UP TIMES EQUIPMENT USED TO COMPUTE USAGE FIGURES	-----		
WRITES INFO ON FILM IN LOG BOOK TO RECORD RECEIPT OF FILM	-----		
WRITES COMMENTS OF AUDIENCE TO RECORD RECOMMENDATIONS	-----		
WRITES DATE IN LOG BOOK TO RECORD PREVIEW DATA	-----		
COLLECTS COMPLETED WORK ORDERS TO HAVE RECORD OF OPERATION	-----		
COMPARES EXTANT LIST W PREVIOUS TO COMPILE LIST OF NEW MATS	-----		
WRITES INFORMATION ON ASSIGNMENT TO KEEP RECORD	-----		
RECEIVES FORMS FROM DISTRICT TO COMPILE COUNTY TOTALS	-----		
SUPERVISES ANALYSIS OF FORMS TO COMPILE COUNTY TOTALS	-----		
1.05 BILLING OF CLIENTS		-----------	-----------
WRITES MATERIALS AND TIME SPENT TO PROVIDE RECORD FOR BILLING	-----		
SUPERVISES SECRETARY TO BILL DISTRICTS	-----		
1.06 FILING OF MATERIALS		-----------	-----------
FILES BROADCAST LOG TO MAINTAIN RECORD	-----		
FILES TELEX SHEETS TO MAINTAIN RECORD	-----		
FILES USED PRINTING MASTERS TO KEEP RECORDS/FILES	-----		
FILES PURCHASE ORDERS AND VOUCHERS TO KEEP RECORDS/FILES	-----		
FILES PURCHASE ORDERS TO KEEP TRACK OF THOSE NOT RECD	-----		
OPERATES TYPEWRITER TO UPDATE FILE CARDS	-----		
FILES NEW INFO TO UP-DATE FILES	-----		
FILES ORDER SHEETS IN FOLDER TO KEEP RECORD/FILES	-----		
COMPILES INFO ON NEW MATS TO ADD TO FILES	-----		
ALPHABETIZES CHECK OUT CARDS TO PREPARE TO FILE	-----		
ARRANGES SHELF LIST CARDS TO PREPARE FOR FILING	-----		
ALPHABETIZES CATALOG CARDS TO PREPARE FOR FILING	-----		
1.07 MAILING/SHIPPING OF MATERIALS		-----------	-----------
PREPARES FILM CARTRIDGE TO MAIL TO PROCESSOR	-----		
COPIES INFORMATION FROM LIST TO ADDRESS QUESTIONNAIRE	-----		
OPERATES TYPEWRITER TO TYPE FILM MAILING LABEL	-----		
GIVES INSTRUCTIONS TO HAVE MATERIALS DISTRIBUTED	-----		
TELLS SECRETARY TO TRANSMIT LETTER TO APPLICANTS	-----		
DISCUSSES WITH SUPERVISOR TO DEFINE SHIPPING ARRANGEMENTS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.08 TYPING		-----------	-----------
OPERATES TYPEWRITER TO TYPE INVENTORY	-----		
OPERATES TYPEWRITER TO TYPE ORDER SHEET	-----		
OPERATES TYPEWRITER TO PRODUCE COPY OF BUSINESS LETTER	-----		
OPERATES TYPEWRITER TO TYPE PURCHASE ORDERS	-----		
OPERATES TYPEWRITER TO TYPE EQUIPMENT LIST	-----		
OPERATES TYPEWRITER TO TYPE REPAIR REQUEST	-----		
OPERATES TYPEWRITER TO TYPE BROADCAST LOGS	-----		
OPERATES TYPEWRITER TO TYPE PROMOTIONAL MATERIAL	-----		
OPERATES TYPEWRITER TO TYPE FORM REQUEST	-----		
OPERATES TYPEWRITER TO TYPE CATALOG	-----		
USES TAPERECORDER & TYPEWRITER TO MAKE TRANSCRIPT OF PROCEEDINGS	-----		
1.09 PERFORMANCE OF MINOR CLERICAL ACTIVITIES		-----------	-----------
PUTS STAPLES ON FOLDER TO MAKE STORAGE ENVELOPES	-----		
OPERATES SPIRIT DUPLICATOR TO MAKE COPIES OF INVENTORY	-----		
WRITES LIST OF TITLES TO PREPARE SPECIALIST PREVIEW LIST	-----		
WRITES LIST OF TITLES TO PREPARE EVAL COMM PREVIEW LIST	-----		
SUPERVISES PERSONNEL TO RECEIVE EQUIP/MATS	-----		
1.10 ORDERING OF MATERIALS	-----	-----------	-----------
MAILS ORDER FORM TO MANU TO PLACE MATERIALS ORDER	-----		
WRITES TO PRODUCER TO REQUEST MATERIALS FOR PREVIEW	-----		
NOTES SUPPLIES NEEDED TO WRITE REQUISITION LIST	-----		
FILLS OUT ORDER FORM TO ORDER MATERIALS	-----		
WRITES LIST OF ITEMS AND DATES TO ORDER ITEMS FOR PREVIEW	-----		
ARRANGES MATERIALS REQUESTED TO GROUP ORDER LIST	-----		
LISTS MATERIALS/EQUIP COSTS TO COMPILE ORDER LIST FOR PURCHASE	-----		
WRITES LETTERS TO MANUFS TO REMIND OF BACK ORDERS	-----		
WRITES LETTERS TO MANUFS TO CORRECT WRONG ORDERS	-----		
TALKS WITH SUPERVISOR TO REPORT SUPPLY NEEDS	-----		
INFORMS SECRETARY TO ORDER FILM FOR PURCHASE	-----		
CALLS BOX MANUFACTURER TO ORDER BOXES	-----		
CALLS DESIGNER TO OBTAIN COPY FOR LABELS	-----		
CALLS PRODUCER TO OBTAIN TYPE STYLE FOR LABELS	-----		
CALLS PRINTER TO ORDER LABELS	-----		
CALLS UNIT ORDERING MATS TO INFORM OF MANUF DELAY	-----		
CALLS MANUFACTURER TO ASSURE RUSH ORDER	-----		
CHECKS LEVEL OF SUPPLIES TO DETERMINE NEED FOR ORDERS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.11 PURCHASING OF MATERIALS			
SENDS LIST TO DIRECTOR TO PURCHASE MATERIALS	-----	-----------	-----------
SENDS ORDER FORMS TO DISTRICTS TO INITIATE PURCHASING CYCLE	-----		
ASSIGNS PURCHASE ORDER NUMBER TO ASSURE PAYMENT	-----		
WRITES LETTER TO MANUF TO CANCEL LATE ORDERS	-----		
READS EQUIPMENT ORDER TO APPROVE FOR PURCHASE	-----		
COMPARES LIST PRICES TO DETERMINE BEST PRICE	-----		
MAKES DECISION TO NOTIFY MANUF TO CANCEL LATE ORDERS	-----		
NEGOTIATES WITH MANAGEMENT TO INSTITUTE OPEN PURCHASE ACCOUNT	-----		
1.12 ANALYSIS OF ORGANIZATION COMPONENTS			
EXAMINES FORMS USED TO IDENTIFY NEEDED IMPROVEMENTS	-----		
EXAMINES CURRENT ROUTING LISTS TO IDENTIFY MAJOR PROBLEMS	-----		
ANALYZES SERVICE REQUESTS TO IDENTIFY SERVICE NEEDS	-----		
WRITES MEMO TO DEPARTMENTS TO CLARIFY SERVICE NEEDS	-----		
ANALYZES PROJECT PERSONNEL/ORGAN TO DETERMINE DECISION MAKERS	-----		
ANALYZES MANAGEABILITY OF PROJECT TO DETERMINE CONSTRAINTS	-----		
IDENTIFIES PROJECTS RELATED TO IDEA TO FIND PRODUCTION OPPORTUNITY	-----		
IDENTIFIES AMENABLE PROJECT DIRS. TO FIND PRODUCTION OPPORTUNITY	-----		
MATCHES STAFF TO ACTIVITIES TO IDENTIFY GAPS IN STAFF	-----		
ANALYZES RELATIONS BETWEEN FUNCTS TO DEVELOP FUNCTIONAL MATRIX	-----		
READS PROJECT REPORTS TO IDENTIFY CURRENT WORK	-----		
ANALYZES BUDGET SUBMISSIONS TO IDENTIFY NEW PROGRAMS	-----		
ANALYZES ACTIVITIES TO DETERMINE STAFF/TIME/RESOURCES	-----		
DISCUSSES WITH WORKERS TO IDENTIFY MAJOR PROBLEMS	-----		
CALLS DEPARTMENTS TO CLARIFY SERVICE NEEDS	-----		
LISTENS IN MEETING TO UNDERSTAND POLITICAL ASPECTS	-----		
1.13 SCHEDULING MEETINGS/APPOINTMENTS			
SELECTS MEETING TIME AND PLACE TO HOLD DEMONSTRATION	-----		
CHECKS PERSONAL SCHEDULE TO SCHEDULE TIME & DATE	-----		
SELECTS TIME AND PLACE TO HOLD SEMINAR	-----		
CHECKS CALENDAR TO SET DATES FOR EVALUATIONS	-----		
CALL AUDITORIUM COORDINATOR TO SCHEDULE EVALUATION SESSIONS	-----		
CALLS PARENT TO ARRANGE FOR MEETING	-----		
CALLS APPLICANTS TO SET TIME & PLACE FOR INTERVIEW	-----		
CALLS BLDG COORDINATOR TO ARRANGE FOR ROOM	-----		
CALLS SCHOOL TO ARRANGE FOR TEST AUDIENCE	-----		
DISCUSSES WITH TRAINING OFFICER TO ARRANGE FOR PILOT TEST	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CONTACTS INDIVIDUALS OR SCHOOLS TO OBTAIN SUBJECTS FOR STUDY	-----		
SPEAKS TO STUDENTS TO ARRANGE FOR LESSON SIMULATION	-----		
SPEAKS TO STUDENT TO END LESSON SIMULATION	-----		
SPEAKS WITH STUDENTS/TEACHERS TO ARRANGE FOR DISCUSSIONS W VISITOR	-----		
1.14 ASSIGNMENT/COORDINATION OF WORK OF UNITS/PERSONNEL	-----	-----------	-----------
ARRANGES STORYBOARD CARDS TO ASSIGN WORK TO PRODUCTION UNITS	-----		
GIVES INSTRUCTIONS TO STAFF TO HAVE PREVIEW MATERIALS ORDERED	-----		
WRITES STANDARD PRODUCTION ORDER TO COORDINATE PRODUCTION	-----		
WRITES TIME SCHEDULE TO ASSIGN COMPLETION DATES	-----		
WRITES MEMOS TO DEPARTMENTS TO REQUEST REVIEW OF EXTANT MATS	-----		
TRANSMITS SCRIPT TO NARRATOR TO HAVE TAPE PRODUCED	-----		
READS ASSIGNED SCRIPT TO ASSESS WORK TO BE DONE	-----		
ROUTES INCOMING CORRESPONDENCE TO ASSIGN FOR ACTION	-----		
ESTIMATES NUMBER OF COPIES NEEDED TO INFORM PUBLICATIONS	-----		
TRANSMITS SPECS. TO PROD. FUNC. TO HAVE PRESENTATION PRODUCED	-----		
WRITES MEMO TO SUBORDINATES TO REQUIRE BUDGET SUBMISSIONS	-----		
CONVERSES WITH SUPERVISOR TO CLARIFY ASSIGNMENT	-----		
GIVES INSTRUCTIONS TO SECRETARY TO HAVE BUDGET TYPED	-----		
CALLS PRODUCTION UNIT TO ARRANGE FOR PROD OF VISUALS	-----		
CALLS SCHOOL TO ARRANGE FOR EVAL DATA COLLECTION	-----		
CALLS COMPUTER CENTER TO ARRANGE FOR DATA PROCESSING	-----		
SUPERVISES SECRETARY TO HAVE TESTS TYPED/DUPLICATED	-----		
REQUESTS SECRETARY TO HAVE LIST OF OLD FILMS COMPILED	-----		
GIVES INSTRUCTIONS TO LAB TO HAVE PRINTS PRODUCED	-----		
DISCUSSES WITH PUBLICATIONS TO ORGANIZE MASS PRODUCTION	-----		
IDENTIFIES TEACHING PERSONNEL TO ASSIGN TO COURSE	-----		
EXPLAINS WORK OF ORGANIZATION TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS HOW FACILITIES AID WORK TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS COMMUNIC/INTERACTION NEEDS TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS SPECIAL NEEDS OF STAFF TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAIN FINANCIAL CONSTRAINTS TO GIVE ARCHITECT DESIGN SPECIFS	-----		
DISCUSSES W STAFF TO DETERMINE WORK ASSIGNS	-----		
1.15 DETERMINING FINANCES/FINANCIAL CONSTRAINTS	-----	-----------	-----------
ANALYZES BUDGET TO DETERMINE MONEY AVAILABLE	-----		
ANALYZES COST OF MODEL TO DETERMINE IF FEASIBLE	-----		
ANALYZES BUDGET TO DETERMINE COST CONSTRAINTS	-----		
READS BUDGET TO DISCOVER FISCAL RESOURCES	-----		
SUBMITS PROPOSAL TO CONTRACTS OFFICE TO ACQUIRE OVERHEAD FIGURES	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ANALYZES STUDY COSTS TO DETERMINE MONEY CONSTRAINTS	-----		
ANALYZES MONETARY CONSIDERATIONS TO DETERMINE FINANCIAL CONSTRAINTS	-----		
READS ARCHITECT'S BUDGET TO ASCERTAIN PROPOSED COST	-----		
ANALYZES STAFF NEEDS TO DETERMINE STAFF SALARY NEEDS	-----		
ANALYZES BUDGET TO DETERMINE RESOURCES AVAILABLE	-----		
MEASURES COSTS OF INSTRUCTION TO COMPUTE MONEY SAVED	-----		
ASSESSES REQUESTS FOR NEW EQUIP/MATS TO DETERMINE PURCHASE PRIORITY	-----		
1.16 SEEKING FUNDS			
TRANSMITS PROPOSAL TO FUNDING TO OBTAIN FUNDS FOR RESEARCH STUDY	-----		
DEVELOPS BUDGET TO SUPPORT RESEARCH PROJECT	-----		
WRITES UP BUDGET TO SUPPORT PROPOSAL	-----		
WRITES MEMOS TO MANAGEMENT TO ACQUIRE FUNDS FOR OPERATION	-----		
JUSTIFIES EXPENDITURES TO ACQUIRE FUNDS FOR OPERATION	-----		
CONTACTS COLLEAGUES TO IDENTIFY APPROP FUNDING SOURCES	-----		
NEGOTIATES WITH MANAGEMENT TO ACQUIRE FUNDS FOR OPERATION	-----		
READS BUDGET TO IDENTIFY INTERNAL SUPPORT $	-----		
READS NEWSLETTERS, $ STATEMENTS TO IDENTIFY POSSIBLE $ SOURCES	-----		
READS JOURNALS TO IDENTIFY APPROP FUNDING SOURCES	-----		
1.17 COMPUTING BUDGETS/FINANCIAL RECORDS			
OPERATES ADDING MACHINE TO COMPUTE TOTAL BUDGET	-----		
PERFORMS COST ANALYSIS TO COMPUTE COST PRODUCT DATA	-----		
CALCULATES MONEY AVAILABLE TO COMPUTE BUDGET	-----		
ANALYZES PRODUCTION PLAN TO DEVELOP PRODUCTION BUDGET	-----		
ESTIMATES COST FOR EACH SEGMENT TO DEVELOP COST ANALYSIS	-----		
ADDS ESTIMATED COSTS FOR SEGMENTS TO DEVELOP COST ANALYSIS	-----		
ANALYZES PAY SCHEDULES TO COMPUTE STAFF BUDGET	-----		
ASSESSES EQUIPMENT NEEDS TO COMPUTE EQUIPMENT BUDGET	-----		
ASSESSES MATERIALS NEEDS TO COMPUTE MATERIALS BUDGET	-----		
PROJECTS SYSTEM GROWTH TO DEVELOP PROJECTED BUDGET	-----		
ANALYZES WORK PLANS TO DEVELOP SUPPORTING BUDGET	-----		
LISTS STAFF TIME AND RATES TO DETERMINE STAFF BUDGET	-----		
LISTS EQUIPMENT NEEDS AND COSTS TO DETERMINE EQUIPMENT BUDGET	-----		
LISTS MATERIALS NEEDS AND COSTS TO DETERMINE MATERIALS BUDGET	-----		
TOTALS COSTS TO DETERMINE TOTAL BUDGET	-----		
ASSESSES EXPENDITURES TO WRITE FINANCIAL PLAN	-----		
COMPILES SUB-BUDGETS TO DEVELOP BUDGET DRAFT	-----		
INCORPORATES IMPROVEMENT IN BUDGET TO DEVELOP FINAL BUDGET	-----		
EXAMINES ALTERNATE SYSTEMS TO DEVELOP INITIAL BUDGET	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
LISTS PROJECTED EQUIPMENT NEEDS TO PROVIDE BUDGET INFORMATION	-----		
1.18 WRITING PROPOSALS	-----	-----------	-----------
ANALYZES PROPOSAL GUIDELINES TO WRITE TEXT OF PROPOSAL	-----		
1.19 GETTING APPROVAL/EVALUATIONS	-----	-----------	-----------
SUBMITS ORDER LIST TO MANAGEMENT TO GET APPROVAL	-----		
GIVES GUIDELINES TO ADVISORY PANEL TO OBTAIN REACTION/APPROVAL	-----		
SUBMITS CHOSEN FLOOR PLAN TO GET APPROVAL	-----		
SENDS BUDGET TO CTY. SUPT. TO HAVE BUDGET EVALUATED	-----		
DISCUSSES BUDGET WITH CTY. SUPT. TO HAVE BUDGET EVALUATED	-----		
SPEAKS TO CONTENT/TECHNICAL EXPERTS TO OBTAIN REVIEW OF EVAL PLANS	-----		
1.20 APPROVING/EVALUATING OF WORK/PRODUCTS	-----	-----------	-----------
READS BILL FROM PRODUCER TO APPROVE FOR PAYMENT	-----		
SUBMITS PROPOSAL TO ADMINISTRATION TO APPROVE FOR SUBMISSION	-----		
REVIEWS PURCHASE ORDERS TO APPROVE FOR PURCHASE	-----		
REVIEWS BILLS TO CERTIFY FOR PAYMENT	-----		
READS NOTIFICATION FROM BD TO APPROVE VENDOR SELECTIONS	-----		
READS PROGRESS REPORTS TO EVALUATE PROJECT PROGRESS	-----		
COMPARES PROD/ACTS W GOALS TO EVALUATE PROJECT PERFORMANCE	-----		
COMPARES PROD/ACT W GOALS TO ASSURE QUALITY OF WORK	-----		
COMPARES PROD/ACT W GOALS TO SUGGEST IMPROVEMENTS	-----		
COMPARES PAST & PRES. BUDGETS TO APPROVE/DISAPPROVE BUDGET	-----		
COMPARES BUDGET & PAST PERF. TO APPROVE/DISAPPROVE BUDGET	-----		
SUPERVISES STAFF TO ENSURE WORK IS COMPLETED	-----		
TALKS WITH STAFF TO EVALUATE PROGS/PROJECTS PAPER	-----		
DISCUSSES WITH ADVISORY COMM TO EVAL. PROGRAM IMPROVEMENTS	-----		
READS COMPLETED CHECKLIST TO EVALUATE REPAIR SERVICE	-----		
1.21 DETERMINING NEED FOR EQUIPMENT/FACILITIES/PERSONNEL/PROCEDURES	-----	-----------	-----------
COUNTS NUMBER OF STAFF MEMBERS TO ASCERTAIN FACILITIES NEEDS	-----		
ANALYZES PRODUCTION PLAN TO DETERMINE EQUIP NEEDS	-----		
SEARCHES IN FILE TO SELECT SUITABLE LOCATION	-----		
ANALYZES NO. AND TYPE ACTIVITIES TO ASCERTAIN FACILITIES NEEDS	-----		
READS FLOORPLAN TO EXAMINE CURRENT FACILITIES	-----		
READS CURRENT EQUIPMENT INVENTORY TO IDENTIFY EQUIPMENT ON HAND	-----		
ANALYZES PRODUCTION PLAN TO DETERMINE TALENT/CREW NEEDS	-----		
ANALYZES CENTER INVENTORIES TO LIST STAFF, EQUIP & MATERIALS	-----		
ANALYZES RELATIONS AND FUNCTIONS TO DEFINE DUTIES OF PERSONNEL	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
EXAMINES WORK OF ORGANIZATION TO IDENTIFY HOW FACILITIES CAN HELP	-----		
EXAMINE STAFF COMMUNIC/INTERACTION TO IDENTIFY HOW FACILITIES CAN HELP	-----		
ANALYZES ORGANIZATION ACTIVITIES TO ASCERTAIN EQUIPMENT NEEDS	-----		
ASSESSES COST RESTRAINTS TO DETERMINE LIMITS OF PROJECT	-----		
LISTEN TO STAFF DESIRES TO ASCERTAIN FACILITIES NEEDS	-----		
LISTENS TO STAFF TO ASCERTAIN EQUIPMENT NEEDS	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN JOBS TO BE DONE	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN WORKERS NEEDED	-----		
SELECTS THREE ARCHITECTS TO DISCUSS FACILITIES IN DEPT	-----		
1.22 MAKING AVAILABLE EQUIPMENT/FACILITIES/PERSONNEL	-----	-----------	-----------
ANALYZES PURCHASE REQUESTS TO DETERMINE WHICH CAT. TO SEARCH	-----		
REVIEWS NEW EMPLOYEE PAPERS TO DETERMINE SIZE/NO. SESSIONS	-----		
MAKES ARRANGEMENTS TO TRANSPORT CREW/TALENT TO LOCATION	-----		
ESTIMATES STAFF NEEDS TO FILL DESCRIBED JOBS	-----		
WRITES MEMOS TO ADVISE HIRING	-----		
CALLS APPROPRIATE AGENCY TO SCHEDULE LOCATION	-----		
CALLS WAREHOUSE TO RENT WAREHOUSE FOR STORAGE	-----		
SPEAKS TO STUDENTS TO INDICATE AVAILABILITY	-----		
SELECTS PERSONNEL TO FILL KEY POSITIONS IN STRUCTURE	-----		
SPEAKS TO REALTORS TO SEEK ADDIT SPACE OFF CAMPUS	-----		
1.23 CHECKING FOR ACCURACY	-----	-----------	-----------
COMPARES NEW MATERIALS W INVOICE TO CHECK THAT ORDER COMPLETE	-----		
CHECKS INVOICE WITH PURCHASE ORDER TO ENSURE BOTH ARE CORRECT	-----		
CHECKS TYPED BUDGET TO ENSURE CORRECT	-----		
1.24 DETERMINING AND ENFORCING TIME CONSTRAINTS/DEADLINES	-----	-----------	-----------
WRITES TIME SCHEDULE TO ASSIGN COMPLETION DATES	-----		
DEFINES PERT CHART TO ASSIGN COMPLETION DATES	-----		
ANALYZES TIME LIMITS TO DETERMINE TIME CONSTRAINTS	-----		
ANALYZES ACTIVITIES TO DETERMINE TIME FOR EA ACTIV	-----		
CALLS CONTRACTOR PERIODICALLY TO ENSURE PRODUCT ON TIME	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN AMT TIME NEEDED	-----		
MEASURES TIME TAKEN TO COMPUTE TIME SAVED	-----		
READS PROPOSAL TO DETERMINE DATES FOR EVAL REPORTS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.25 WRITING TIME/PERT CHARTS	-----	-----------	-----------
COMBINES TIMES TO DEVELOP PROJECT TIMELINE	-----		
ANALYZES FLOW TO IDENTIFY MAJOR STEPS	-----		
WRITES CHART TO FORMALIZE PERT SCHEDULE	-----		
WRITES OPERATIONS PLAN TO ORGANIZE COURSE DEVELOPMENT	-----		
ESTIMATES TIME FACTORS TO ORGANIZE COURSE DEVELOPMENT	-----		
ANALYZES RELATIONS OF ACTIVITIES TO DEVELOP PERT SCHEDULE	-----		
ANALYZES TIME FOR EACH ACTIVITY TO DEVELOP PERT SCHEDULE	-----		
ANALYZES PROJECT LIMITS TO DEVELOP PERT SCHEDULE	-----		
ASSIGNS COMPLETION DATES TO DESIGN PROJECT DEADLINES	-----		
1.26 SELECTION OF PERSONNEL/MATERIALS/EQUIPMENT AND PROCEDURES FOR MANAGEMENT.	-----	-----------	-----------
WRITES FORM LETTER TO INFORM APPLICANTS OF REJECTION	-----		
EVALUATES LIST OF CONTRACTORS TO SELECT MOST APPROPRIATE	-----		
LAYS OUT SAMPLES TO SELECT EQUIP/MATS VENDORS	-----		
TRANSLATES GUIDELINES TO SELECT COMMITTEE MEMBERS	-----		
ANALYZES PROGRAM PROJECTIONS TO DETERMINE ADDITIONS NEEDED	-----		
COMPARES EQUIP ON HAND AND NEEDS TO IDENTIFY EQUIP TO BE BOUGHT	-----		
CALLS SELECTED APPLICANT TO NOTIFY OF SELECTION	-----		
DISCUSSES W. CONTRACTOR TO SELECT MOST APPROPRIATE	-----		
SPEAKS TO CLIENT TO SET UP REVIEW PANEL	-----		
WRITES REPORT TO BD OF EDUCATION TO INDICATE VENDOR SELECTIONS	-----		
1.27 ADMINISTRATION/COORDINATION OF PROJECTS	-----	-----------	-----------
GATHERS EMPLOYEE INFO TO DISTRIBUTE TO NEW EMPL	-----		
ASSIGNS WORK TO STAFF TO MEET GOALS OF UNIT	-----		
SURVEYS MARKET POTENTIAL TO DECIDE ON NUMBER OF COPIES	-----		
RE-READS CONTRACT TO DEFINE DESIRED OUTCOMES	-----		
ANALYZES GOALS OF PROJECT TO DEFINE NEEDED ACTIVITIES/PRODS	-----		
TRANSLATES PROJECT ACTIVITIES TO DEVELOP JOB DESCRIPTIONS	-----		
ANALYZES UNIT REQUEST TO DETERMINE NEED FOR TRAINING	-----		
REQUESTS COURSE DEVELOPERS TO OBTAIN SIZE & TYPE OF PROGRAM	-----		
NEGOTIATES CONTRACT WITH CUSTOMER TO INITIATE PROJECT DEVELOPMENT	-----		
SPEAKS TO STAFF TO IDENTIFY PROJECT INTERESTS	-----		
LISTENS TO OUTSIDE INPUT TO IMPROVE PRODUCT	-----		
READS PROPOSAL TO DETERMINE AUDIENCE FOR REPORTS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.28 MONITORING/CHANGING OF ORGANIZATION STRUCTURE AND GOALS	-----	----------	----------
ANALYZES SERVICE NEEDS TO PROPOSE NEW SERVICE OPERATION	-----		
PROPOSES NEW DOCUMENTATION TO IMPROVE RESEARCH LIBRARY	-----		
DISCUSSES WITH DEPARTMENTS TO PROPOSE NEW SERVICE OPERATION	-----		
LISTENS TO FEEDBACK TO REVISE STRUCTURE	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY FEASIBLE STRUCTS.	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY ACCEPTABLE STRUCTS.	-----		
CONFERS WITH COLLEAGUES TO EVALUATE STRUCTURE MATRIX	-----		
CONFERS WITH COLLEAGUES TO EVALUATE NEW STRUCTURE	-----		
SPEAKS TO COLLEAGUES TO BECOME INVOLVED IN NEW VENTURES	-----		
DISCUSSES PROJECTS/$ WITH STAFF TO IDENTIFY FUTURE PRIORITIES	-----		
DISCUSSES WITH TECHNICAL EXPERTS TO DESIGN NEW ORGANIZATIONAL MODEL	-----		
1.29 WRITING OF WORK PLANS/MANAGEMENT REPORTS	-----		
ANALYZES PRODUCTION DETAILS TO WRITE PRODUCTION PLAN	-----		
ANALYZES WORK PERFORMED IN UNIT TO PREPARE WORK PLANS	-----		
ASSIGNS WORK WEEKS TO FUNCTIONS TO PREPARE WORK PLANS	-----		
ESTIMATES WORK TO BE PERFORMED TO PREPARE WORK PLANS	-----		
DEVELOPS STAFF TIME/OUTPUT BUDGET TO SUPPORT WORK PLANS	-----		
WRITES PROGRESS REPORTS TO DESCRIBE WORK PERFORMED	-----		
REVIEWS PROJECT PROGRESS TO PRESENT REPT TO MGMT/CUSTOMER	-----		
DISCUSSES WITH STAFF TO REVISE WORK PLANS	-----		
CONVERSES W STUDENTS TO ASSIGN WORK AREAS	-----		
EVALUATES STUDENT PERFORMANCE TO WRITE EVALUATION REPORT	-----		
1.30 CLARIFICATION OF MANAGEMENT GOALS	-----		
READS ASSIGNED OUTLINE TO CLARIFY GENERAL IDEA OF PROJECT	-----		
READS PREVIOUS PROPOSALS TO OBTAIN BACKGROUND INFORMATION	-----		
DISCUSSES WITH CLIENT TO CLARIFY ASSIGNMENT	-----		
DISCUSSES W. TEACHINGPERSONNEL TO CLARIFY TEACHING ASSIGNMENTS	-----		
CONSULTS WITH CLIENT TO DETERMINE CLIENT ROLES	-----		
CONSULTS WITH CLIENT TO DETERMINE COMPANY ROLES	-----		
NEGOTIATES WITH FUNDING SOURCE TO CLARIFY DETAILS OF PROPOSAL	-----		
ASKS QUESTIONS TO CLARIFY GENERAL IDEA OF PROJECT	-----		
INSTRUCTS CUSTOMER IN LOGISTICS TO DEFINE WORK/MONEY/TIME RELATS	-----		

1. ORGANIZATION MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.31 ASSESSMENT OF BIDS/PROPOSALS	-----	----------	----------
COMPILES BIDS FROM CONTRACTORS TO OBTAIN BIDS ON EQUIPMENT	-----		
OPENS BIDS IN PUBLIC TO OBTAIN BIDS ON EQUIPMENT	-----		
READS ARCHITECTS PLANS TO EVALUATE PROPOSED FACIL DESIGN	-----		
COMPARES PLANS AND NEEDS TO EVALUATE PROPOSED FACIL DESIGN	-----		
READS REVISED PLANS TO RE-EVALUATE PROPOSED DESIGN	-----		
COMPARES REVISED PLANS AND NEEDS TO RE-EVALUATE PROPOSED DESIGN	-----		
WRITES BID FORMS FOR CONTRACTORS TO OBTAIN BIDS ON EQUIPMENT	-----		
LISTENS TO ARCHITECTS WHO CALL TO EVALUATE ARCHITECTS IDEAS	-----		
LISTENS TO ARCHITECTS TO EVALUATE PROPOSED DESIGNS	-----		
DISCUSSES PLANS WITH ARCHITECT TO SUGGEST REVISIONS IN PLANS	-----		
SUPERVISES SENDING OF BID FORMS TO OBTAIN BIDS ON EQUIPMENT	-----		
WRITES TECH SPECS FOR EQUIP TO EVALUATE PROPOSALS OF CONTRACTOR	-----		
1.32 MEDIATION/RESOLUTION OF ORGANIZATIONAL PROBLEMS	-----	----------	----------
MAKES DECISION ON ACTION TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
LISTENS TO STAFF TO SOLVE PROJECT PROBLEMS	-----		
LISTENS TO STAFF DISCUSS PROBLEMS TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
ASKS QUESTIONS OF STAFF TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
DISCUSSES W STAFF TO SOLVE PROBLEMS RE PRODUCT	-----		
1.33 IDENTIFICATION/UTILIZATION OF ADMINISTRATIVE GUIDELINES	-----	----------	----------
CIRCULATES PROPOSAL TO ACQUIRE APPROP SIGNATURES	-----		
READS STATE LEGAL REQUIREMENTS TO IDENTIFY BUDGETING CALENDAR	-----		
ANALYZES BUDGET SUBMISSIONS TO IDENTIFY OPERATIONAL REQUIRES.	-----		
WRITES POSITION DESCRIPTION TO GET JOB CLASSIFICATION	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY STATE REGULATIONS	-----		
CALLS PERSONNEL DEPARTMENT TO SPEED APPLICATION PROCESSING	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

2. PERSONNEL MANAGEMENT OUTCOMES.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE PERSONNEL MANAGEMENT OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
2.01 HIRING OF STAFF	-----	-----------	-----------
MAKES RECOMMENDATIONS TO DIRECTOR TO ASSIST IN HIRING	-----		
READS FILE OF PROSPECTIVE STAFF TO ATTEMPT TO FILL STAFF GAPS	-----		
REVIEWS APPLICATION FORMS TO SELECT APPLICANTS FOR INTERVIEW	-----		
READS RESUMES OF CURRENT STAFF TO IDENTIFY POSSIBLE PROJECT STAFF	-----		
READS RESUMES TO SELECT APPLICANTS FOR INTERVIEW	-----		
SELECTS SHORT LIST OF APPLICANTS TO DO INITIAL INTERVIEWING	-----		
EVALUATES APPLICATIONS TO DETERMINE TRAINEES	-----		
REVIEWS JOB APPLICATIONS TO MAKE RECOMMENDATIONS	-----		
CALLS PERSONNEL OFFICE TO HIRE SHIPPING PERSONNEL	-----		
CALLS UNIT HEAD TO ASK RECOMMENDATIONS ON TRAINER	-----		
CALLS TRAINER CHOSEN TO NOTIFY OF SELECTION	-----		
IDENTIFIES FIELD PERSONNEL TO SELECT PROGRAM DEVELOPERS	-----		
HIRES PERSONNEL TO STAFF RESEARCH PROJECT	-----		
SPEAKS WITH PROSPECTIVE STAFF TO EVALUATE QUALIFICATIONS	-----		
DESCRIBES PROJECT & COMPANY TO INITIATE JOB INTERVIEW	-----		
INTERVIEWS JOB APPLICANTS TO SELECT MOST SUITABLE	-----		
EVALUATES RECOMMENDATIONS TO DETERMINE BEST TRAINER	-----		
SPEAKS TO CURRENT STAFF TO IDENTIFY POSSIBLE PROJECT STAFF	-----		
QUESTIONS APPLICANT TO ASCERTAIN QUALIFICATIONS	-----		
IDENTIFIES APPROP STAFF TO STAFF PROPOSED PROGRAM	-----		
2.02 EVALUATION/ASSESSMENT OF PERSONNEL OUTPUT	-----	-----------	-----------
SUPERVISES STUDENT AIDE TO ENSURE CORRECT PERFORMANCE	-----		
ASSESSES STAFF WORK TO WRITE PERFORMANCE REPTS	-----		
REVIEWS WORKER EVAL REPTS TO DETERMINE ACCEPT OF WORK	-----		
DISCUSSES WITH TEACHER TO PRAISE IMPROVED PERFORMANCE	-----		
SPEAKS TO TECHNICAL WORKERS TO REVIEW PROGRESS PERIODICALLY	-----		

2. PERSONNEL MANAGEMENT OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
EVALUATES EMPLOYEE PERFORMANCE TO ASSESS EMPLOYEE PROGRESS	-----		
DISCUSSES WITH STAFF TO EVALUATE WORK PERFORMED	-----		
OBSERVES STAFF WORK/PRODS TO EVALUATE WORK PERFORMED	-----		
EVALUATES EMPLOYEE PERFORMANCE TO WRITE EVALUATION REPORT	-----		
DISCUSSES W PEERS TO DETERMINE VALIDITY OF REPTS	-----		
DISCUSSES W WORKER TO DETERMINE VALIDITY OF REPTS	-----		
DISCUSSES W SUPERVISOR TO DETERMINE VALIDITY OF REPTS	-----		
EVALUATES TEACHING TO ASSESS WORK OF TEACHING PERS	-----		
GIVES INSTRUCTIONS ON OPERATION TO SUPERVISE ASSISTANTS	-----		
2.03 ASSIGNMENT OF WORK TO PERSONNEL/OUTSIDE CONSULTANTS	-----	----------	----------
ASSIGNS WORK ON DAILY BASIS TO SCHEDULE WORK LOADS	-----		
ASSESSES WORK TO BE PERFORMED TO APPROVE REQUESTS FOR LEAVE	-----		
USES TELEPHONE TO CALL REPAIRMAN	-----		
CALLS TALENT TO REQUEST THEM TO AUDITION	-----		
CALLS ASSOCIATE TO REQUEST ASSISTANCE IN PRESENT	-----		
IDENTIFIES APPROP PERSONS TO ASK THEM TO PREVIEW FILMS	-----		
CHOOSES APPROPRIATE NARRATOR TO OBTAIN SCRIPT NARRATOR	-----		
2.04 ASSISTANCE IN COMMUNICATIONS BETWEEN MANAGEMENT AND STAFF	-----	----------	----------
OPERATES TELEX MACHINE TO COMMUNICATE WITH NETWORK	-----		
WRITES PROCEDURAL MANUAL TO INFORM NEW EMPLOYEES	-----		
WRITES RECOMMENDATIONS TO SUGGEST PROMOTIONS & AWARDS	-----		
CONDUCTS STAFF MTGS TO RELAY ADMIN DIRECTIVES	-----		
TALKS W NEW EMPLOYEES TO INFORM OF PROCEDURES	-----		
WRITES PERFORMANCE REPORTS TO INFORM SUPERVISOR	-----		
NEGOTIATES WITH PERSONNEL DEPT TO SUGGEST PROMOTIONS & AWARDS	-----		
DISCUSSES W STAFF TO RELAY/INTERPRET ADMIN REGS	-----		
PERSUADES ARCHITECT TO MEET STAFF TO ENSURE STAFF INPUT	-----		
2.05 INTERACTION WITH INDIVIDUALS AND GROUPS	-----	----------	----------
SCHEDULES MEETING WITH DIRECTORS TO DISCUSS PROPOSAL	-----		
ATTENDS STAFF EVALUATION SESSION TO LEAD DISCUSSION	-----		
ATTENDS EVALUATION COMMITTEE MEET TO LEAD DISCUSSION	-----		
GUIDES VISITOR TOUR TO KEEP VISITOR OUT OF TCHR WAY	-----		
SUMMARIZES POINTS MADE TO LEAD EVAL SESSION	-----		
WRITES SUGGESTIONS TO LEAD EVAL SESSION	-----		
CHOOSES SUBJECT MATTER TO ENCOURAGE SEMINAR DISCUSSION	-----		
SPEAKS WITH CLIENT GROUP TO DEVELOP RAPPORT WITH GROUP	-----		
SPEAKS WITH INDIVIDUAL MEMBERS TO REDUCE SPECIFIC INHIBITIONS	-----		

2. PERSONNEL MANAGEMENT OUTCOMES.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SPEAKS TO PROJECT DIRECTORS TO PERSUADE TO PRODUCE PRESENTATION	-----		
LISTENS TO STUDENT TO INITIATE CONVERSATION	-----		
OPERATES TAPE RECORDER AND MIKE TO INTERVIEW PEOPLE IN STREET	-----		
DRIVES TO SCHOOLS TO CONSULT WITH TEACHERS	-----		
ADVISES STUDENTS TO BETTER MASTER TEACHER RELATIONS	-----		
EXPLAINS MATERIAL TO EVALUATORS TO LEAD EVAL SESSION	-----		
SHOWS MATERIALS TO TEACHERS TO LEAD EVAL SESSION	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

3. RESEARCH-THEORY OUTCOMES.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE RESEARCH-THEORY OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
3.01 REVIEW OF LITERATURE/MATERIALS		-----------	-----------
VISITS OTHER FACILITIES TO GET IDEAS FOR DESIGN	-----		
READS BROCHURES TO IDENTIFY BEST DESIGNS	-----		
RESEARCHES IN LITERATURE TO LOCATE EXAMPLES OF SIMULATION	-----		
READS CLIENT'S CURRENT MATERIALS TO RESEARCH PROBLEM AREA	-----		
READS RESEARCH PROPOSAL TO UNDERSTAND STUDY OBJECTIVES	-----		
READS RESEARCH PROPOSAL TO UNDERSTAND TYPE OF DATA COLLECTED	-----		
READS CAI MATERIALS TO IDENTIFY COMPUTER'S PART	-----		
3.02 FORMULATION OF RESEARCH OBJECTIVES		-----------	-----------
SPEAKS WITH PROJECT STAFF TO LEARN PROJECT PROCEDURES	-----		
COMBINES SPECIFIC PROBLEM FACTORS TO MAKE CONCISE PROBLEM DEFINITION	-----		
READS PROPOSAL TO IDENTIFY PROJECT OBJECTIVES	-----		
OBSERVES PROJECT IN OPERATION TO LEARN PROJECT PROCEDURES	-----		
3.03 DESIGN OF EXPERIMENTAL PROCEDURES/MODELS		-----------	-----------
WRITES ON STUDENT RECORD TO NOTE LEARNING ACTIVITY USED	-----		
TRANSLATES PROGRAMMING FLOWCHART TO WRITE COMPUTER PROGRAM	-----		
LISTS CHARACTERISTICS OF ITV TO IDENTIFY PARAMETERS	-----		
TRANSLATES MODEL DECISIONS TO PUT IN MATHEMATICAL FORMAT	-----		
TRANSLATES MODEL DECISIONS TO PUT IN GRAPHICAL FORM	-----		
ANALYZES OBJECTIVES TO DEFINE PROJECT ACTIVITIES	-----		
READS FORMULA TO DEFINE COMPUTATION SEQUENCE	-----		
DEFINES BASIC/APPLIED RESEARCH TO DESIGN GUIDELINES FOR RESEARCH	-----		
DESIGNS STANDARD TEST FORMATS TO DESIGN GUIDELINES FOR RESEARCH	-----		
SPECIFIES RESOURCES AVAILABLE TO DESIGN GUIDELINES FOR RESEARCH	-----		
TRANSLATES TUTOR SYSTEM SPECS TO DEVELOP DECISION MODEL	-----		
TRANSLATES DECISION MODEL TO DEVELOP PROGRAMMING FLOWCHART	-----		

3. RESEARCH—THEORY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ANALYZES EXISTING TEST TO DESIGN POST TEST	-----		
WRITES RESEARCH PLAN TO TEST EFFECTIVENESS OF ITV	-----		
ANALYZES SURVEY OBJECTIVES TO COMPILE USAGE QUESTIONS	-----		
ANALYZES SURVEY OBJECTIVES TO COMPILE RESPONSE CATEGORIES	-----		
3.04 COLLECTION OF DATA			
ASKS TEACHERS TO FILL OUT SCALE TO GATHER DATA ON ATTITUDE	-----		
DISCUSSES MODEL WITH COLLEAGUES TO RUN REALITY TEST OF MODEL	-----		
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA COLLECTION	-----		
ASKS QUESTIONS FROM CAI LESSON TO TRY OUT LESSON	-----		
SELECTS EXPERIMENTAL GROUP TO MEASURE EFFECTS OF TREATMENT	-----		
SELECTS CONTROL GROUP TO MEASURE EFFECTS OF TREATMENT	-----		
COMPARES MODEL WITH KNOWN DATA TO RUN REALITY TEST OF MODEL	-----		
ADMINISTERS TREATMENT/INSTRUMENT TO COLLECT DATA	-----		
OBSERVES STUDENTS INTERACT W LESSON TO TRY OUT LESSON	-----		
OBSERVES EFFECT OF TUTORIAL STRATS TO TRY OUT LESSON	-----		
OBSERVES TEACHER BEHAVIOR TO CODE ACCORDING TO SCALE	-----		
OBSERVES STUDENT BEHAVIOR TO CODE ACCORDING TO SCALE	-----		
ASSESSES POTENTIAL MARKET TO DEVELOP PRODUCT COST DATA	-----		
CALCULATES MATERIALS/LABOR COSTS TO DEVELOP PRODUCT COST DATA	-----		
WRITES STUDENT RESPONSES TO TRY OUT LESSON	-----		
TEACHES CONVENTIONAL LESSON TO MEASURE EFFECTS OF TREATMENT	-----		
3.05 COLLATION/SUMMARIZING OF DATA IN PREPARATION FOR ANALYSIS			
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA COLLATION	-----		
COUNTS RESPONSES IN EA CATEGORY TO SUMMARIZE DATA	-----		
TALLIES RESPONSES TO SUMMARIZE DATA	-----		
COLLATES DATA TO MEASURE EFFECTS OF TREATMENTS	-----		
PREPARES TALLY SHEET TO SUMMARIZE DATA	-----		
CODES TEACHER BEHAVIOR TO CATEGORIZE ACCORDING TO SCALE	-----		
SETS UP DATA TRANSLATION PROCEDURE TO OBTAIN ANSWERS FROM DATA	-----		
TRANSLATES OBJECTIVES TO DEFINE CATEGORIES OF RESPONSES	-----		
READS DATA TO DETERMINE IF CATEGORIES FIT	-----		
CLASSIFIES EACH RESPONSE TO PUT RESPONSES INTO CATEGORIES	-----		
LISTENS TO TAPES OF STUDENT SESSIONS TO SUMMARIZE TUTORIAL STRATEGIES	-----		

3. RESEARCH-THEORY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
3.06 ANALYSIS OF DATA	-----	----------	----------
SPEAKS WITH RESEARCHER TO UNDERSTAND DATA TO BE ANALYZED	-----		
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA ANALYSIS	-----		
COMPARES TEST GROUP WITH CONTROL TO ANALYZE EFFECTS OF TREATMENT	-----		
OPERATES CALCULATOR TO PERFORM STATISTICAL ANALYSIS	-----		
READS STATISTICAL TABLES TO PERFORM STATISTICAL ANALYSIS	-----		
COMPUTES MONEY/TIME SAVED TO DETERMINE COST EFFECTIVENESS	-----		
DIVIDES COST BY MARKET TO DETERMINE UNIT PRODUCT COST	-----		
SETS UP DATA PROCESSING PROCEDURE TO ANALYZE DATA	-----		
ANALYZES DATA TO MEASURE EFFECTS OF TREATMENTS	-----		
TRANSLATES DATA INTO FORMULA TO PERFORM STATISTICAL ANALYSIS	-----		
ANALYZES STUDENT ERRORS TO EVAL LESSON/TUTOR STRATS	-----		
ANALYZES TEST RESULTS TO COMPUTE EFFECTIVENESS OF TV	-----		
PERFORMS STAT ANALYSIS ON DATA TO QUANTIFY TEACHER BEHAVIOR	-----		
PERFORMS STATISTICAL ANALYSIS TO MEASURE TEACHER ATTITUDE	-----		
PERFORMS STATISTICAL ANALYSIS TO ANALYZE DATA	-----		
3.07 INTERPRETATION OF DATA	-----	----------	----------
COMPILES SUGGESTIONS OF EDUCATORS TO SUGGEST NEW PRODUCTS	-----		
COMPARES DATA ANAL W TABLES TO DETERMINE SIGNIFICANCE OF DATA	-----		
COMPARES SOLUTIONS/INFORMATION TO EVALUATE PROPOSED SOLUTIONS	-----		
ANALYZES REALITY TEST RESULTS TO REVISE MODEL	-----		
EXAMINES OBJECTIVES/DATA ANALYSIS TO INTERPRET MEANING OF DATA	-----		
ANALYZES TUTORIAL STRATEGIES TO IDENTIFY COMMON ELEMENTS	-----		
ANALYZES TUTORIAL STRATEGIES TO IDENTIFY SUCCESSFUL ELEMENTS	-----		
COMPARES OBSERVED BEHAVIOR TO MODEL TO IDENTIFY TEACHER BEHAVIOR PROBS	-----		
INTERPRETS ANALYZED DATA TO IDENTIFY MOST EFFECT TECHNIQUE	-----		
IDENTIFIES SIMILAR PRODUCTS TO DETERMINE COMPETITION	-----		
EVALUATES NEW PRODUCT SPECS TO ALIGN W. EDUC. EXPECTATIONS	-----		
EVALUATES CHANGES IN PRODUCTS TO DETERMINE EFFECT ON ED. APPLIC.	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

4. DESIGN OUTCOMES.	CHECK .	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE DESIGN OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MUST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
4.01 ANALYSIS OF GOALS	-----	-----------	-----------
WRITES POSITION PAPER TO SET GOALS OF TRAINING	-----		
INTERVIEWS CLIENT TO CLARIFY PRESENTATION DETAILS	-----		
DISCUSSES WITH TEACHER TO DETERMINE NEEDS AND OBJECTIVES	-----		
LISTENS TO TEACHER'S DESCRIPTION TO UNDERSTAND CONCEPT	-----		
DISCUSSES WITH AUTHOR TO CLARIFY DETAILS OF PRESENTATION	-----		
DISCUSSES WITH SUPERVISORS TO DETERMINE CURRICULUM NEEDS	-----		
DISCUSSES WITH CLIENT TO DEFINE PROBLEM AREA	-----		
QUESTIONS CLIENT TO DELIMIT PROBLEM AREA	-----		
QUESTIONS CLIENT TO DEFINE WANTS/NEEDS & THEIR RELAT	-----		
CONSULTS WITH CLIENT TO FEEDBACK GOALS FOR PROJECT	-----		
DISCUSSES WITH PROJECT DIRECTOR TO ASCERTAIN HIS AUDIENCE/OBJECTIVE	-----		
DISCUSSES WITH CONTENT SPECIALISTS TO DEFINE TRAINING PROBLEM	-----		
DISCUSSES WITH PRINCIPALS TO DETERMINE NEEDS	-----		
GATHERS OFFICE PROC INFO TO DETERMINE GOALS OF TRAINING	-----		
SUGGESTS ALTERNATIVE APPROACHES TO DEFINE CONCEPT FOR PROGRAM	-----		
READS SCRIPT TO DEVELOP OVERALL VIEW	-----		
ANALYZES GOALS OF ORGANIZATION TO DETERMINE COMMUNICATION NEEDS	-----		
ANALYZES WORK TO BE DONE TO SPECIFY DESIGN NEEDS	-----		
SELECTS ITV TO IMPROVE LEARNING PROCESS	-----		
POSES ALTERNATIVE RESPONSES TO DEFINE TRAINING PROBLEM	-----		
4.02 ANALYSIS AND DESCRIPTION OF LEARNERS	-----	-----------	-----------
WRITES LETTERS TO PAST STUDENTS TO DEVELOP STUDENT PROFILE	-----		
DISCUSSES WITH CLIENT TO DEFINE TARGET POPULATION	-----		
DISCUSSES WITH PROMOTOR TO DETERMINE GROUP SIZE & CHARACTER	-----		
TABULATES RESPONSES FROM LETTERS TO DEVELOP STUDENT PROFILE	-----		
TABULATES INFORMATION TO DEVELOP INSTRUCTOR PROFILE	-----		

4. DESIGN OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ANALYZES POTENTIAL AUDIENCE TO STATE ASSUMPTIONS ABOUT LEARNERS	-----		
4.03 ANALYSIS AND DESCRIPTION OF CONTENT			
DISCUSSES WITH CONTENT SPECIALISTS TO ASSIST IN TV PROGRAM DESIGN	-----		
DISCUSSES WITH CONTENT EXPERTS TO UNDERSTAND CONTENT	-----		
DISCUSSES WITH CLIENT TO RECONCILE CONFLICTS IN DATA	-----		
DISCUSSES WITH CONTENT SPECIALISTS TO IDENTIFY APPROP PARTS OF COURSE	-----		
VISITS LOCALITY TO OBTAIN BACKGROUND INFO	-----		
ANALYSES RESEARCH ON ITV TO IDENTIFY RELEVANT FACTORS	-----		
READS MATERIAL PROVIDED TO SEPARATE INTO MAJOR IDEAS	-----		
WRITES SUMMARY OF MAJOR IDEAS TO ORGANIZE CONTENT	-----		
DEFINES ENTRY BEHAVIOR OF STUDENTS TO DETERMINE CONTENT	-----		
ANALYZES SCRIPT TO IDENTIFY MAJOR IDEAS	-----		
WRITES ROUGH OUTLINE OF CONTENT TO DEVELOP COURSE CONTENT	-----		
ANALYZES OBJECTIVES/FLOW CHART TO WRITE CONTENT OUTLINE	-----		
ANALYZES CURRENT CONTENT TO DECIDE IF TEACHES TO OBJECTIVES	-----		
ANALYZES CURRENT CONTENT TO DETERMINE PROCEDURES LRNR MUST DO	-----		
EVALUATES COURSE OUTLINE TO IDENTIFY COHERENT SEGMENTS	-----		
ANALYZES AREAS TO IDENTIFY CURRICULUM TOPICS	-----		
4.04 DEFINITION OF TASK LIST			
IDENTIFIES PLANNING TASK FORCE TO DEVELOP TASK LIST	-----		
PLANS CONFERENCES TO DEVELOP TASK LIST	-----		
DISCUSSES WITH CONTENT SPECIALIST TO DEVELOP ASSOCIATED TASK LIST	-----		
ANALYZES TASK LIST TO GROUP IN LOGICAL CLUSTERS	-----		
4.05 SPECIFICATION OF OBJECTIVES			
DISCUSSES WITH PRODUCER TO DEFINE OBJECTIVES OF FILM	-----		
DISCUSSES WITH CLIENT TO DEFINE GENERAL OBJECTIVES	-----		
DISCUSSES WITH CLIENT TO IDENTIFY ESSENTIAL OBJECTIVES	-----		
DISCUSSES WITH CLIENT TO REVISE BEHAVIORAL OBJECTIVES	-----		
DISCUSSES WITH CLIENT TO REFINE BEHAVIORAL OBJECTIVES	-----		
DISCUSSES WITH COURSE WRITERS TO DEVELOP BEHAVIORAL OBJECTIVES	-----		
TRANSLATES OBJECTIVES TO SPECIFY STUDENT BEHAVIORS	-----		
ANALYZES SUBJECT MATTER TO STATE BROAD OBJECTIVES	-----		
ANALYZES FLOW CHART TO WRITE BEHAVIORAL OBJECTIVES	-----		
ANALYZES TASK GROUPS TO EXPAND INTO OBJECTIVES	-----		
ANALYZES OBJECTIVES TO RESTATE MORE FULLY	-----		
ANALYZES PROJECT GOALS TO DEFINE CRITERION PERFORMANCE	-----		
TRANSLATES CRITERION PERFORMANCE TO DEFINE LEARNING OBJECTIVES	-----		

4. DESIGN OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
BREAKS DOWN GENERAL OBJECTIVES TO DEFINE BEHAVIORAL OBJECTIVES	-----		
ANALYZES EXISTING LESSON TO SET OBJECTIVES	-----		
SPECIFIES TASKS TO IDENTIFY TERMINAL BEHAVIOR	-----		
DEFINES OBJECTIVES FOR COURSE TO IDENTIFY TERMINAL BEHAVIOR	-----		
4.06 DESIGN OF PRE AND POST TESTS	-----	-----------	-----------
ANALYZES OBJECTIVES TO WRITE PRE AND POST TESTS	-----		
ANALYZES TEST CONSTRUCTION TO LIST CHARACTERISTICS	-----		
DESIGNS SAMPLE TESTS TO PROVIDE MODELS FOR INSTRUCTION	-----		
ANALYZES OBJECTIVES TO WRITE PRE-TEST	-----		
4.07 SEQUENCE OF LEARNING TASKS	-----	-----------	-----------
DISCUSSES WITH DIRECTOR TO OUTLINE COURSE DESIGN	-----		
ASKS QUESTIONS TO DEVELOP SEQUENCE FOR PROGRAM	-----		
WRITES LESSON PLANS TO ORGANISE COURSE CONTENT	-----		
DESIGNS FLOW CHART TO DEVELOP SEQUENCE FOR PROGRAM	-----		
PRESCRIBES CONTENT AREA OF COURSE TO ORGANIZE CONTENT	-----		
WRITES BRIEF DRAFT OF PROGRAM TO ORGANIZE CONTENT	-----		
REVIEWS CONTENT TO SEQUENCE PRESENTATION	-----		
WRITES BEHAVIORAL OBJECTIVES TO ORGANIZE UNIT CONTENT	-----		
DESIGNS CONTENT OF UNIT TO FULFILL COMPONENTS OF OBJECTIVES	-----		
ANALYZES CURRENT CONTENT TO DEFINE ALTERNATIVE PROCEDURES	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DEVELOP PRESENTATION OUTLINE	-----		
WRITES OVERALL DESIGN FOR COURSE TO ORGANIZE CONTENT	-----		
DRAFTS LESSON PLAN TO MEET TRAINING PROBLEM	-----		
GROUPS CURRICULUM TOPICS TO ASSIGN TO GRADE LEVELS	-----		
PERFORMS TASK ANALYSIS TO ORGANIZE CONTENT	-----		
RESTATES TASK ANALYSIS TO DESIGN FLOW CHART	-----		
ANALYZES UNPROGRAMMED SEGMENTS TO WRITE LESSON PLANS	-----		
4.08 SELECTION OF INSTRUCTIONAL SYSTEM COMPONENTS/INSTRUCTIONAL STRATEGIES	-----	-----------	-----------
GIVES INSTRUCTIONS TO CONTENT SPEC TO DESCRIBE USE OF LEARNING MODES	-----		
DISCUSSES WITH TEACHERS TO IDENTIFY INSTRUCTIONAL PATTERN	-----		
ANALYZES SCRIPT TO CHOOSE KEY CONCEPTS	-----		
SELECTS KEY WORDS TO PRESENT TO STUDENTS TO DEFINE	-----		
SELECTS TOPICS TO PRESENT FOR REVIEW & DISCUSSION	-----		
SELECTS TOPICS TO PRESENT FOR ENRICHMENT ACTIVITY	-----		
ANALYZES SCRIPT TO IDENTIFY BLOCKS OF INFORMATION	-----		
IDENTIFIES AUDIO COMPONENTS TO COMMUNICATE IDEA OF PRESENTATION	-----		
ANALYZES SUBJECT MATTER TO IDENTIFY SEGMENTS FOR PROGRAMING	-----		

4. DESIGN OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ANALYZES CONTENT OUTLINE TO SELECT APPROPRIATE MEDIA	-----		
ANALYZES CONTENT OUTLINE TO SELECT MODEL/PARADIGM	-----		
ANALYZES BEHAVIORAL OBJECTIVES TO SELECT METHOD OF INSTRUCTION	-----		
ANALYZES LEARNING MODES TO LIST CHARACTERISTICS	-----		
ASSIGNS MODES TO OBJECTIVES TO PROVIDE MODEL FOR INSTRUCTION	-----		
ANALYZES LESSON PLAN CONSTRUCTION TO LIST CHARACTERISTICS	-----		
DESIGNS SAMPLE LESSON PLANS TO PROVIDE MODEL FOR INSTRUCTION	-----		
EXTRAPOLATES FROM CONTENT/OBJS TO DEFINE TEACHING STRATEGIES	-----		
TRANSLATES TEACHING STRATEGIES TO MAKE MEDIA SELECTIONS	-----		
DESIGNS MODEL TO CLARIFY METHOD/MEDIA DECISIONS	-----		
SELECTS APPROPRIATE MEDIA TO MATCH MEDIA TO CONTENT	-----		
SELECTS APPROP MATERIALS AND MEDIA TO ORGANIZE COURSE	-----		
CONSULTS WITH STUDENT TO HELP DESIGN INDIV LRNG ACTIVS	-----		
4.09 ORGANIZATION OF DESIGN COMPONENTS			
ANALYZES CONTENT AND TIME TO WRITE SCHEDULE	-----		
WRITES LEARNING OBJECTIVES TO COORDINATE FILMSTRIP DESIGN	-----		
ASSESSES TIME SPENT IN PILOT TO INDICATE TIME FOR ITEMS	-----		
TEACHES PILOT LESSON TO TIME LENGTH	-----		
4.10 SPECIFICATION OF DEVICES			
DISCUSSES WITH ENGINEER TO DETERMINE INTERFACE OF SYSTEMS	-----		
ASKS QUESTIONS OF ENGINEERS TO DETERMINE TECH SPECIFICATIONS	-----		
READS TECHNICAL FLYERS TO DETERMINE PHYSICAL INTERFACE	-----		
READS TECHNICAL FLYERS TO DETERMINE ELECTRICAL INTERFACE	-----		
READS TECHNICAL FLYERS TO IDENTIFY COMPONENTS OF SYSTEM	-----		
ANALYZES PHYSICAL CONSTRAINTS TO DRAW PHYSICAL SCHEMATIC	-----		
ANALYZES ELECTRICAL DETAILS TO DRAW WIRING DIAGRAMS	-----		
SELECTS COMPONENTS TO MEET TO MEET INTERFACE REQUIREMENTS	-----		
WRITES DETAILED SPECIFICATIONS TO DESCRIBE SYSTEM COMPONENTS	-----		
INCORPORATES DESIGN SPECS TO WRITE EQUIPMENT SPECIFICATIONS	-----		
TRANSLATES COMMUNICATION NEEDS TO IDENTIFY TECHNICAL SYSTEMS	-----		
WRITES GENERAL SPECIFICATIONS TO DESCRIBE TECHNICAL SYSTEMS	-----		
ANALYZES OTHER EQUIPMENT SYSTEMS TO DETERMINE EXTERNAL CONSTRAINTS	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PHYSICAL CONSTRAINTS	-----		
ANALYZES CONSTRAINTS TO IDENTIFY ALTERNATE SYSTEMS	-----		
ANALYZES CONSTRAINTS TO IDENFIFY ALTERNATE FORMATS	-----		
WRITES CRITERIA FOR NEEDED DEVICE TO ENSURE COMPATIBILITY WITH SYSTEM	-----		
TRANSLATES CRITERIA FOR DEVICE TO DEVELOP TECHNICAL SPECIFICATIONS	-----		
DESIGNS PROTOTYPE DEVICE TO MEET TECHNICAL SPECIFICATIONS	-----		

4. DESIGN OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
4.11 SPECIFICATION OF SETTING	-----	------------	------------
DISCUSSES WITH ARCHITECT TO CLARIFY DESIGN NEEDS	-----		
DISCUSSES WITH TEACHERS TO IDENTIFY BEST FLOOR PLAN	-----		
ANALYZES EQUIPMENT SYSTEMS TO DETERMINE SPACE REQUIREMENTS	-----		
EXAMINES CURRENT FLOOR PLANS TO DETERMINE SPACE CONSTRAINTS	-----		
ANALYZES PHYSICAL CONSTRUCTION TO DETERMINE PHYSICAL CONSTRAINTS	-----		
ANALYZES EQUIPMENT SPECIFICATIONS TO DETERMINE SPECIAL REQUIREMENTS	-----		
DRAWS ROUGH FLOOR PLAN TO COMMUNICATE DESIGN NEEDS	-----		
ANALYZES INSTRUCTIONAL PATTERN TO DETERMINE SPACE NEEDS	-----		
ANALYZES INSTRUCTIONAL SETTING TO DEFINE LEARNING ENVIRONMENT	-----		
INCORPORATES DESIGN SPECS TO DRAW FLOOR PLAN	-----		
DRAWS FLOOR PLANS TO MEET INSTRUCTIONAL PATTERN	-----		
EXAMINES BLUEPRINTS TO SUGGEST IMPROVEMENTS	-----		
4.12 SPECIFICATION OF MATERIALS	-----	------------	------------
DISCUSSES WITH COURSE WRITERS TO INCREASE COURSE ILLUSTRATIONS	-----		
DISCUSSES WITH CONTENT SPECIALIST TO ADAPT COURSE TO TV SCRIPT	-----		
DISCUSSES WITH PHOTOGRAPHER TO DETERMINE PICTURES NEEDED	-----		
DISCUSSES WITH STUDENTS TO ASCERTAIN VISUALS NEEDED	-----		
ASSESSES TEACHING NEEDS TO SUGGEST APPROPRIATE MATERIALS	-----		
EXAMINES PROGRAM OUTLINE TO DECIDE PROGRAMING LANGUAGE	-----		
ANALYZES LEARNING OBJECTIVES TO WRITE ROUGH SCRIPT	-----		
WRITES STATEMENT OF PROCESS TO DESCRIBE HOW TO DO PHOTOGRAPHY	-----		
WRITES SUMMARY OF LESSON TO CLARIFY LESSON CONTENT	-----		
ANALYZES PROGRAM NEEDS TO WRITE DESIGN SPECIFICATIONS	-----		
ROUGH SKETCHES IMAGES TO CONVEY MESSAGE OF SCRIPT	-----		
EVALUATES SCRIPT TO IDENTIFY NEEDED REALIA	-----		
ANALYZES CONTENT TO DETERMINE UNITS AND FRAMES	-----		
WRITES SUPPLEMENTARY HANDBOOK TO ASSIST IN TEACHING COURSE	-----		
ANALYZES OBJECTIVES TO WRITE PRACTICE EXERCISES	-----		
ANALYZES OBJECTIVES TO WRITE ROLE PLAYS	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE NEEDED VISUALS	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE NEEDED AUDIO	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE ODORS, TASTES, TOUCHES	-----		
COMPILES NEEDED SENSORY INPUTS TO DEVELOP STORYBOARD	-----		
TRANSLATES STORYBOARD TO DEVELOP PRES. SPECIFICATIONS	-----		
DESIGNS ROLE PLAYS TO MEET TRAINING NEED	-----		
WRITES INSTRUCTOR ACTIVITIES TO CLARIFY & EXPAND COURSE CONTENT	-----		
DECIDES ON USE OF VISUALS TO ILLUSTRATE CONTENT	-----		

4. DESIGN OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
EVALUATES EXTANT MATERIALS TO IDENTIFY SUITABLE CONTENT	-----		
LOCATES ARTIFACTS IN MUSEUM TO ILLUSTRATE COURSE CONTENT	-----		
LOCATES VISUALS IN BOOKS TO ILLUSTRATE COURSE CONTENT	-----		
LOCATES COMMERCIAL MATERIALS TO ILLUSTRATE COURSE CONTENT	-----		
4.13 DESIGN/ARRANGEMENT OF MATERIALS	-----	-----------	-----------
USES RULER AND PENCIL TO DESIGN LAYOUT FOR MASTER	-----		
ANALYZES SCRIPT TO IDENTIFY RESPONSE FRAMES	-----		
LISTENS TO TAPE TO IDENTIFY APPROP SLIDES	-----		
VIEWS SLIDES ON SORTING BOARD TO IDENTIFY APPROP SLIDES	-----		
CHOOSES COLORS AND SIZE TO SELECT LETTERING	-----		
ARRANGES MATERIALS TO ORGANIZE INTO LOGICAL ORDER	-----		
ANALYZES TECHNICAL INFORMATION TO DESIGN VISUAL CHART	-----		
SELECTS SLIDES TO ARRANGE IN LOGICAL SEQUENCE	-----		
ANALYZES SCRIPT TO DESIGN VISUALS FOR TV	-----		
DRAWS ROUGH SKETCHES TO DESIGN VISUALS FOR TRAINING	-----		
LOCATES TECHNICAL INFORMATION TO DESIGN VISUAL CHART	-----		
4.14 REVISION OF DESIGN	-----	-----------	-----------
SENDS MATERIALS TO DESIGNER TO HAVE MATERIALS REVISED	-----		
REVISES DRAFT OF PROGRAM TO REDUCE STEP SIZE	-----		
REVISES PROGRAM TO IMPROVE QUALITY	-----		
REVISES INSTRUCTIONAL MATS. TO IMPROVE QUALITY	-----		
ANALYZES EVALUATION SHEETS TO ASSESS STUDENT REACTION	-----		
TRANSLATES SUGGESTIONS TO MAKE REVISIONS	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

5. PRODUCTION OUTCOMES.

LISTED BELOW ARE TASKS PERFORMED IN THE PRODUCTION OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
5.01 PRODUCTION OF OVERHEAD TRANSPARENCIES			
USES TECHNIFAX HINGES TO MOUNT TRANSPARENCIES	-----		
OPERATES ADDOFAX MACHINE TO MAKE BLUE CARBON TRANSPARENCY	-----	-----------	-----------
ASSEMBLES SHEETS OF FILM ON MOUNT TO PRODUCE OVERLAYS	-----		
USES TAPE TO TAPE FILM SHEETS TO FRAME	-----		
OPERATES 3M MODEL SEVENTY MACHINE TO MAKE TRANSPARENCY OF HARD COPY	-----		
OPERATES OZAMATIC MACHINE TO MAKE COLOR OVERLAYS	-----		
ATTACHES ADHESIVE COLOR MATERIAL TO ADD COLOR TO MASTER	-----		
OPERATES 3M SECRETARY COPIER TO PRODUCE TRANSPARENCY OF MASTER	-----		
ATTACHES COLORED STRIPS TO ADD COLOR TO MASTER	-----		
USES DIAZO PROCESS TO PRODUCE TRANSPARENCY COPIES	-----		
USES DIAZO PROCESS TO MAKE TRANSPARENCY OF MASTER	-----		
OPERATES OZALID MACHINE TO PRODUCE TRANSPARENCY	-----		
OPERATES THERMOFAX MACHINE TO PROVIDE TRANSPS OF MATRICES	-----		
5.02 PRODUCTION OF PHOTOGRAPHIC MATERIALS			
GIVES DIRECTIONS TO ART DEPARTMENT TO MAKE SLIDES INTO TEST PRINT	-----		
ADVISES PHOTOGRAPHER TO ASSIST IN LOCATION SHOOTING	-----	-----------	-----------
USES SEALING IRON TO MOUNT SLIDES	-----		
USES SLIDE MOUNTS TO MOUNT SLIDES	-----		
INSERTS FILM CARTRIDGE TO LOAD INSTAMATIC CAMERA	-----		
OPERATES COPY CAMERA TO PHOTOGRAPH COPYWORK	-----		
MIXES CHEMICALS TO PROCESS BLACK & WHITE FILM	-----		
PROCESSES BLACK & WHITE FILM TO DEVELOP FILM	-----		
OPERATES ENLARGER TO MAKE BLACK & WHITE PRINTS	-----		
OPERATES CONTACT PRINTER TO MAKE BLACK & WHITE PRINTS	-----		
OPERATES COPY CAMERA TO MAKE SLIDES OF EQUIPMENT	-----		
INSERTS FILM TO LOAD CAMERA	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES 35 MM CAMERA TO PHOTOGRAPH	-----		
OPERATES COPY PROCESS CAMERA TO MAKE HALF TONE COPY	-----		
MIXES CHEMICALS TO PROCESS COLOR FILM	-----		
OPERATES ENLARGER TO MAKE COLOR PRINTS	-----		
OPERATES CONTACT PRINTER TO MAKE COLOR PRINTS	-----		
INSERTS FILM TO LOAD CAMERA	-----		
SETS UP TRIPOD AND CAMERA TO PREPARE FOR SHOOTING	-----		
TESTS LIGHT LEVEL TO SET CAMERA	-----		
OPERATES COPY CAMERA TO PRODUCE SLIDES	-----		
OPERATES POLAROID CAMERA TO PHOTOGRAPH COMPLICATED VISUALS	-----		
OPERATES COPY CAMERA TO MAKE SLIDES OF VISUALS	-----		
PROCESSES COLOR FILM TO DEVELOP FILM	-----		
SELECTS APPROP EQUIPMENT TO PERFORM PHOTOGRAPHIC ASSIGNMENT	-----		
SELECTS APPROP FILM TO PERFORM PHOTOGRAPHIC ASSIGNMENT	-----		
CHOOSES APPROPRIATE CHEMICALS TO PROCESS BLACK & WHITE FILM	-----		
SELECTS APPROPRIATE FILM TO LOAD CAMERA	-----		
CHOOSES APPROPRIATE CHEMICALS TO PROCESS COLOR FILM	-----		
CHOOSES APPROPRIATE PAPER TO PRINT FILM	-----		
5.03 PRODUCTION OF PRINTED MATERIALS	-----	----------	----------
GIVES INSTRUCTIONS TO HAVE COPIES MADE	-----		
OPERATES ADHESIVE COATING MACHINE TO APPLY WAX TO MATERIALS	-----		
OPERATES SPIRAL BINDING MACHINE TO BIND MATERIALS	-----		
APPLIES LETTERING TO MASTER TO PREPARE MASTER FOR PRINTING	-----		
OPERATES COPYCAT MACHINE TO PREPARE PLATES FOR OFFSET	-----		
OPERATES OFFSET PRESS TO PRINT MATERIALS	-----		
OPERATES ITEK MACHINE TO PRODUCE MASTER FOR OFFSET	-----		
ASSEMBLES MATERIALS ON MASTER TO PREPARE COPY FOR PRINTING	-----		
5.04 PRODUCTION OF AUDIO RECORDINGS	-----	----------	----------
GIVES SIGNALS TO TECHNICAL STAFF TO PRODUCE AUDIO RECORDING	-----		
GIVES INSTRUCTIONS TO STUDIO STAFF TO HAVE MASTER MADE OF AUDIO RECORD.	-----		
OPERATES STOPWATCH & RECORDER TO TIME SCRATCH TAPE	-----		
MAKES ARRANGEMENTS TO PRODUCE DUPLICATES OF TAPE	-----		
GIVES INSTRUCTIONS TO SOUND CREW TO DIRECT AUDIO RECORDING	-----		
OPERATES TAPE RECORDER TO RECORD LESSON SIMULATION	-----		
OPERATES TAPE RECORDER TO RECORD CLASS PROCEEDINGS	-----		
OPERATES MAGNETIC ERASING MACHINE TO ERASE TAPE CARTRIDGES	-----		
OPERATES MAGNETIC ERASING MACHINE TO ERASE AUDIO TAPES	-----		
OPERATES HIGH SPEED DUPLICATOR TO PRODUCE COPIES OF AUDIOTAPES	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES TAPE RECORDER TO DUPLICATE CARTRIDGES	-----		
OPERATES TAPE RECORDER, RECORDPLAYER TO MAKE ANTHOLOGY TAPE	-----		
SETS UP MIKE AND TAPE DECK TO PUT AUDIBLE BEEP ON TAPE	-----		
READS SCRIPT SILENTLY TO PUT AUDIBLE BEEP ON TAPE	-----		
PRESSES TONE BUTTON ON CUE TO PUT AUDIBLE BEEP ON TAPE	-----		
WATCHES METER TO ENSURE APPROP VOLUME FOR BEEP	-----		
OPERATES TAPE RECORDER TO PRODUCE SCRATCH TAPE	-----		
OPERATES AUDIO TAPE RECORDER TO TAPE CLASSROOM DIALOGS	-----		
OPERATES TWO TAPE RECORDERS TO MAKE MASTER TAPE RECORDING	-----		
OPERATES AUDIO TAPE CONSOLE TO MAKE TAPE CARTRIDGES	-----		
OPERATES TAPE RECORDER TO RECORD CONFERENCE SESSIONS	-----		
OPERATES TAPERECORDER & RECORDPLAYER TO PRODUCE AUDIO TAPES OF RECORDS	-----		
OPERATES TAPERECORDER AND TV TO MAKE TAPES OF TV PROGRAMS	-----		
OPERATES MOVIEPROJECTOR & RECORDER TO RECORD AUDIO FROM FILM	-----		
OPERATES TAPE RECORDER AND PROJECTOR TO MAKE SYNCHRONIZED AUDIOTAPE	-----		
OPERATES TWO CONNECTED RECORDERS TO DUPLICATE AUDIOTAPES	-----		
SETS UP AUDIO EQUIPMENT TO PREPARE FOR RECORDING	-----		
MAKES PATCHES ON ELECTRONIC PANEL TO MAKE REMOTE RECORDING	-----		
SETS SWITCH ON MACHINE TO MAKE REMOTE RECORDING	-----		
OPERATES AUDIO EQUIPMENT TO PRODUCE REMOTE RECORDING	-----		
READS SCRIPT ALOUD TO PRODUCE SCRATCH TAPE	-----		
TIMES SCRATCH TAPE WITH STOPWATCH TO ASSESS LENGTH OF TAPE	-----		
MIXES NARRATION TAPE & SOUND TO PRODUCE FINISHED TAPE	-----		
USES STYLUS TO MAKE ACETATE CUT	-----		
TIMES RECORDING WITH STOP WATCH TO DETERMINE LENGTH	-----		
PUTS IMPULSES ON TAPE TO PRODUCE PULSED TAPE	-----		
OPERATES RADIO CONSOLE TO PRODUCE AUDIO TAPE	-----		
OPERATES TAPE RECORDER TO PRODUCE TAPE FOR PRESENTATION	-----		
TESTS AUDIO EQUIPMENT TO PREPARE FOR RECORDING	-----		
CHOOSES RECORD TO BE BACKGROUND MUSIC FOR TAPE	-----		
EVALUATES SCRIPT TO CHOOSE APPROP MUSIC AND EFFECTS	-----		
LOCATES POKEN RECORDS TO COMPILE ANTHOLOGY TAPE	-----		
5.05 PRODUCTION OF TV RECORDINGS	-----	-----------	-----------
TALKS WITH CLIENT TO CLARIFY SET REQUIREMENTS	-----		
TALKS WITH CLIENT TO CLARIFY AUDIO REQUIREMENTS	-----		
LIFTS AND CARRIES PROPS TO ARRANGE SET FOR TAPING	-----		
OPERATES TV CAMERA TO RECORD SESSION FOR ITV	-----		
PREPARES VTR SET UP TO READY FOR RECORDING	-----		
OPERATES CAMERA AND VTR TO MAKE VTR RECORDING	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SETS UP VIDEOTAPE RECORDER TO PREPARE FOR TAPING	-----		
SETS UP MIKES TO PREPARE FOR TAPING	-----		
SETS UP VTR CAMERA TO PREPARE FOR TAPING	-----		
OPERATES VIDEOTAPE CAMERA TO RECORD PRODUCTION	-----		
OPERATES VIDEOTAPE RECORDER TO RECORD PRODUCTION	-----		
GIVES SIGNAL TO TEACHER TO SIGNAL END OF PRODUCTION	-----		
SETS UP LIGHTS TO PREPARE FOR TAPING	-----		
GIVES SIGNALS TO TEACHER TO DIRECT PRODUCTION	-----		
GIVES SIGNALS TO TALENT AND CREW TO DIRECT PRODUCTION	-----		
GIVES SIGNALS TO TALENT AND CREW TO SIGNAL END OF PRODUCTION	-----		
REHEARSES PRESENTATION TO DIRECT VTR PRODUCTION	-----		
DIRECTS TALENT AND CREW TO DIRECT VTR PRODUCTION	-----		
SURVEYS CLASSROOM TO DETERMINE SET ARRANGEMENT	-----		
OBSERVES IMAGE ON MONITOR TO SWITCH CAMERAS	-----		
OPERATES VIDEOTAPE RECORDER TO RECORD PROGRAMS FROM NETWORK	-----		
5.06 PRODUCTION OF CAI MATERIALS	-----	-----------	-----------
OPERATES COMPUTER TERMINAL TO STORE PROGRAM IN MEMORY	-----		
ANALYZES STEPS IN FLOW CHART TO TRANSLATE INTO COMPUTER LANGUAGE	-----		
5.07 PRODUCTION OF MOTION PICTURES			
GIVES INSTRUCTIONS TO CAMERA CREW TO DIRECT SHOTS TO BE TAKEN	-----		
GIVES INSTRUCTIONS TO TALENT TO DIRECT ACTION FOR SHOTS	-----		
DISCUSSES WITH FILM EDITOR TO EXPLAIN FILM CONCEPTS	-----		
OPERATES MOTION PICTURE CAMERA TO RECORD ACTION	-----		
OPERATES MOTION PICTURE PROJECTOR TO PREVIEW RAW FOOTAGE	-----		
USES FILM SPLICER TO SPLICE RAW FOOTAGE	-----		
OPERATES SOUND EQUIPMENT TO RECORD SOUND	-----		
CUTS LEADER FROM FILM TO PRODUCE CONTINUOUS FOOTAGE	-----		
PREPARES CAMERA TO READY FOR SHOOTING	-----		
PREPARES SOUND EQUIPMENT TO READY FOR SHOOTING	-----		
ORGANIZES SHOT BREAKDOWN TO PROVIDE SHOT SEQUENCES	-----		
ANALYZES SCRIPT TO WRITE SHOT BREAKDOWN	-----		
ANALYZES SHOT SEQUENCES TO DETERMINE NEEDED LOCATION	-----		
SURVEYS LOCATION TO REVISE SHOT BREAKDOWN	-----		
EDITS FILM FOOTAGE TO PRODUCE FINAL FILM	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.08 WRITING OF MANUALS	-----	----------	----------
DISCUSSES WITH WRITERS TO IMPROVE AUDIO STANDARDS	-----		
LISTS TV LIGHTING REQUIREMENTS TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES TV CAMERA TECHNIQUES TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES SET UP FOR ROLE PLAYS TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES PLACING OF MIKES TO WRITE TV PRODUCTION MANUAL	-----		
LISTS STANDARDS FOR AUDIO TO WRITE AUDIO PRODUCTION MANUAL	-----		
WRITES VISUALS STANDARDS TO DEVELOP GUIDELINES	-----		
DESIGNS FORMAT TO STANDARDIZE PUBLICATIONS	-----		
ANALYZES TRAINING MATS TO LIST WEAK AREAS IN VISUALS	-----		
COLLECTS INFOR ON VISUAL MATERIALS TO DEVELOP GUIDELINES	-----		
5.09 PRODUCTION OF LETTERING	-----	----------	----------
USES EMBOSSOGRAPH MACHINE TO PRODUCE LETTERS FOR SCALE MODEL	-----		
OPERATES LINOSCRIBE MACHINE TO MAKE LETTERING	-----		
USES STENCIL AND MARKING PEN TO PROVIDE LETTERING	-----		
USES BURNISH ON MATERIALS TO PROVIDE LETTERING	-----		
OPERATES HEADLINER MACHINE TO PRODUCE FILM LETTERING	-----		
5.10 DRYMOUNTING AND LAMINATING	-----	----------	----------
OPERATES DRYMOUNT PRESS TO LAMINATE PICTURES	-----		
USES TACKING IRON AND TISSUE TO PREPARE FOR DRYMOUNTING	-----		
OPERATES DRYMOUNT PRESS TO MOUNT MATERIALS	-----		
USES PAPER CUTTER TO PREPARE SUPPLIES OF TISSUE	-----		
USES GLUE TO MOUNT LETTERING ON MASTER	-----		
5.11 PRODUCTION OF SCALE MODEL	-----	----------	----------
SCREWS PLASTIC MODEL TO DISPLAY TO MOUNT MODEL	-----		
PULLS HANDLE ON MODEL TO ENSURE MODEL IN WORKING ORDER	-----		
USES METAL SAW TO CUT AWAY PARTS OF MODEL	-----		
USES PLASTIC FORMING MACHINE TO MAKE PLASTIC MODEL	-----		
USES CHISEL AND LATHE TO CARVE WOODEN SCALE MODEL	-----		
5.12 PRODUCTION OF CONTOUR MAP	-----	----------	----------
DRAWS LINES ON FIBERGLASS BASE TO OUTLINE MAP	-----		
CUTS PIECES OF STYROFOAM TO BUILD CONTOURS	-----		
GLUES PIECES OF STYROFOAM TO BUILD CONTOURS	-----		
USES PAINTBRUSH AND PAINT TO PAINT IN TOPOGRAPHICAL FEATURES	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.13 GETTING APPROVAL OF MATERIALS			
DISCUSSES WITH SPECIALISTS TO HAVE ROUGH CUT APPROVED	-----	-----------	-----------
5.14 DESIGN OF ARTWORK/LAYOUT			
GIVES INSTRUCTIONS TO HAVE BROCHURE DESIGNED	-----	-----------	-----------
DISCUSSES WITH ART DEPARTMENT TO ASSIGN COLOR AND LETTERING	-----		
ARRANGES LETTERS AND PICTURE TO PRODUCE ARTWORK	-----		
APPLIES GUMMED LETTERING TO PAPER TO PRODUCE ARTWORK	-----		
MEASURES PICTURE TO PRODUCE SCALE DRAWING	-----		
DRAWS SCALE DIAGRAM TO SERVE AS BLUEPRINT	-----		
TRACES LINES ON MASTER TO PROVIDE ILLUSTRATIONS	-----		
USES COLOR LIFT PROCESS TO MAKE VISUAL	-----		
OPERATES ART-O-GRAPH MACHINE TO PRODUCE TRACED IMAGE	-----		
LAYS OUT DESIGN ON FINISHED FORM TO PREPARE TO MAKE CHART	-----		
LAYS TISSUE OVER VISUAL TO INDICATE IMAGE AREA	-----		
USES PREPARED ACETATES TO INDICATE IMAGE AREA	-----		
ARRANGES MATERIALS ON SHEET TO DESIGN LAYOUT	-----		
USES COMPASSES, PAINT AND BRUSHES TO PAINT PICTURES	-----		
ASSIGNS DISTINCTIVE COLORS TO INDICATE RESPONSE FRAMES	-----		
ASSIGNS DISTINCTIVE COLORS TO INDICATE BLOCKS OF INFORMATION	-----		
DRAWS ROUGH SKETCHES TO DESIGN TITLE FRAMES	-----		
DESIGNS LAYOUT TO DESIGN RECORD SLEEVE	-----		
SKETCHES ROUGH VISUALS TO ILLUSTRATE COURSE OUTLINE	-----		
DRAWS ORIGINAL CARTOONS TO PROVIDE ILLUSTRATIONS	-----		
ASSEMBLES REALIA TO IDENTIFY PREDOMINANT COLORS	-----		
CHOOSES APPROPRIATE COLORS TO ILLUSTRATE CHART	-----		
CHOOSES COLORS AND STYLES TO GIVE CONTINUITY TO PRESENTATION	-----		
5.15 WRITING OF TEXT/SCRIPT		-----------	-----------
TRANSLATES OBJECTIVES/CONTENT TO WRITE PROGRAM FRAMES	-----		
INCORPORATES DESIGN ELEMENTS TO WRITE ACTIVITY FRAMES	-----		
INCORPORATES DESIGN ELEMENTS TO WRITE TEXT	-----		
5.16 PRODUCTION OF PROTOTYPE DEVICES			
WRITES TECH SPECS FOR CONTRACT TO INITIATE PRODUCTION OF DEVICES	-----	-----------	-----------
DESIGNS BASIC PARAMETERS OF DEVICE TO SPECIFY FOR PRODUCTION	-----		
WRITES GUIDELINES TO SPECIFY MIN SPECS FOR EQUIPMENT	-----		

5. PRODUCTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.17 PRODUCTION OF MULTIPLE COPIES/PROTOTYPE MATERIALS	-----	__________	__________
RECOMMENDS PURCHASE OF SCRIPT TO INITIATE PRODUCTION	-----		
GIVES INSTRUCTIONS TO HAVE MULTIPLE COPIES PRODUCED	-----		
CALLS PRODUCTION DEPARTMENT TO HAVE PROTOTYPE PRODUCED	-----		
GIVES INSTRUCTIONS TO HAVE ART WORK PRODUCED	-----		
ASSESSES DRAFT TRAINING MATERIALS TO MAKE PRODUCTION DECISION	-----		
5.18 CLARIFICATION OF PRODUCTION GOALS/SPECIFICATIONS	-----	__________	__________
TALKS WITH CLIENT TO CLARIFY AUDIO REQUIREMENTS	-----		
TALKS WITH CLIENT TO CLARIFY SET REQUIREMENTS	-----		
DISCUSSES WITH AUDIO DIRECTOR TO DECIDE ON MUSIC & SOUND EFFECTS	-----		
DISCUSSES WITH WRITERS TO CLARIFY PRODUCTION DETAILS	-----		
DISCUSSES W. COURSE DEVELOPERS TO CLARIFY DETAILS ON PROD. SPECS.	-----		
DISCUSSES WITH PRODUCER TO CLARIFY PRODUCTION DETAILS	-----		
DISCUSSES WITH ARTIST TO CLARIFY VISUALS NEEDED	-----		
DISCUSSES STORYBOARD CARDS TO CLARIFY PRODUCTION DETAILS	-----		
5.19 ORGANIZATION OF COMPONENTS	-----	__________	__________
ARRANGES MATERIALS IN SEQUENCE TO ORGANIZE IN PRESCRIBED ORDER	-----		
ARRANGES SLIDES IN SEQUENCE TO ORGANIZE IN PRESCRIBED ORDER	-----		
ANALYZES SCRIPT TO ASSIGN PAUSES AND TAPE STOPS	-----		
ARRANGES S-B CARDS BY MAIN IDEAS TO ASSIGN FRAME NUMBERS	-----		
REORDERS SCRIPT TO FOLLOW DESIGN SPECIFICATIONS	-----		
SEQUENCES SLIDES USING SLIDE VIEWER TO MATCH CONCEPTS IN SCRIPT	-----		
REWRITES PORTIONS OF SCRIPT TO MATCH WORDS TO EXISTING VISUALS	-----		
LISTENS TO SCRATCH TAPE TO MATCH AUDIO AND VISUALS	-----		
DISCUSSES WITH AUTHOR TO GET APPROVAL OF STORYBOARD	-----		
VIEWS SEQUENCES OF FILM TO APPROVE ROUGH CUT	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

6. EVALUATION-SELECTION OUTCOMES.

LISTED BELOW ARE TASKS PERFORMED IN THE EVALUATION-SELECTION OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
6.01 EDITING OF INSTRUCTIONAL SYSTEM COMPONENTS			
SENDS NEG EVALS TO MATER EVALUATOR TO HAVE LRNG ACTIV REVISED/ELIMINATE	-----	-----------	-----------
DISCUSSES WITH WRITER TO DETERMINE REVISIONS NEEDED	-----		
CALLS PRODUCTION DEPARTMENT TO HAVE PROTOTYPE REVISED	-----		
DISCUSSES WITH CLIENT TO DETERMINE REVISIONS NEEDED	-----		
DISCUSSES WITH DIRECTOR TO DETERMINE REVISIONS NEEDED	-----		
ADVISES FILM EDITOR TO SUGGEST IMPROVEMENTS	-----		
USES RULER TO CHECK SYMMETRY OF DESIGN	-----		
OPERATES AUDIOTAPE RECORDER TO CHECK DUPLICATED TAPE	-----		
CHANGES PACING TO IMPROVE PRESENTATION	-----		
REVISES VISUALS TO IMPROVE PRESENTATION	-----		
REVISES PRESENTATION TO IMPROVE QUALITY	-----		
REVISES SCRATCH TAPE TO IMPROVE QUALITY	-----		
OPERATES SPLICER AND TAPE DECK TO EDIT AUDIOTAPE	-----		
REWRITES PROGRAM TO ELIMINATE ERRORS	-----		
REVISES INSTRUCTIONAL MATERIALS TO IMPROVE QUALITY	-----		
OPERATES OVERHEAD PROJECTOR TO TEST FINISHED TRANSPARENCY	-----		
USES SCISSORS TO EDIT PORTIONS OF FILM	-----		
READS SCRIPT TO ENSURE CORRECT GRAMMAR	-----		
SELECTS MORE APPROP. VISUALS TO IMPROVE PRESENTATION	-----		
EDITS SCRIPT TO IMPROVE QUALITY	-----		
EDITS PORTIONS OF SCRIPT TO REDUCE LENGTH	-----		
OBSERVES RAW FOOTAGE TO MAKE EDITING DECISIONS	-----		
REMOVES POOR QUALITY SLIDES TO IMPROVE PRODUCTION QUALITY	-----		
EVALUATES NARRATORS READING TO SUGGEST IMPROVEMENTS	-----		
EVALUATES MATERIALS PRODUCED TO REMOVE POOR QUALITY	-----		
READS FINAL SCRIPT TO EDIT CONTENT/SEQUENCE/AMBIGUITY	-----		
EXAMINES PROTOTYPE MATERIALS TO SUGGEST IMPROVEMENTS/EVALUATE	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
6.02 MONITORING OF EQUIPMENT OPERATION	-----	-----------	-----------
ADJUSTS PLACEMENT OF CAMERA TO ENSURE QUALITY VISUAL	-----		
ADJUSTS PLACEMENT OF MIKES TO ENSURE QUALITY SOUND	-----		
ADJUSTS PLACEMENT OF LIGHTS TO ENSURE QUALITY VISUAL	-----		
TESTS EQUIPMENT TO BE LOANED TO ENSURE OPERATING CONDITION	-----		
TESTS LEVELS ON MIKES TO ENSURE QUALITY SOUND	-----		
MONITORS AUDIO DIALS TO MAKE ADJUSTMENTS IN LEVEL	-----		
MONITORS SOUND FROM LOCATION TO CHECK QUALITY	-----		
OBSERVES MONITOR TO ADJUST SET AND CAMERA	-----		
OBSERVES IMAGE ON MONITOR TO CHANGE CAMERA ANGLE	-----		
OBSERVES SET ON MONITORS TO ADJUST SET AND LIGHTING	-----		
MONITORS OSCILLOSCOPE TO ENSURE QUALITY PRODUCTION	-----		
OBSERVES EQUIPMENT IN OPERATION TO ASSESS PERFORMANCE	-----		
OPERATES EACH COMPONENT TO TEST WORKING ORDER	-----		
OPERATES SYSTEM TO TEST WORKING ORDER	-----		
6.03 DIAGNOSIS OF EQUIPMENT DEFECTS			
TESTS LANGUAGE LAB EQUIPMENT TO LOCATE OPERATING FLAWS	-----		
USES TUBE TESTER TO IDENTIFY DEFECTIVE TUBES	-----		
OPERATES PROJECTOR TO DETERMINE NON-FUNCTIONING PART	-----		
CONSULTS DRAWING AND PARTS LIST TO IDENTIFY NON-FUNCTIONING PART	-----		
OPERATES RECORD PLAYER TO DETERMINE NON-FUNCTIONING PARTS	-----		
6.04 DEFINITION OF EVALUATION PROBLEM	-----	-----------	-----------
SPEAKS TO CLIENT GROUP TO IDENTIFY SPECIAL PROBLEMS	-----		
SPEAKS WITH CLIENT GROUP TO INVITE PARTICIPATION IN EVAL	-----		
SPEAKS WITH DECISION MAKERS TO DEFINE DECISIONS TO BE MADE	-----		
DISCUSSES WITH CLIENT OR ASSOCIATES TO IDENTIFY EVALUATION PROBLEM	-----		
LISTENS TO STUDENT QUESTIONS TO IDENTIFY PROBLEMS W MATERIALS	-----		
LISTENS TO STUDENT QUESTIONS TO IDENTIFY PROBLEMS W TEST	-----		
OBSERVES STUDENTS USING MATERIALS TO IDENTIFY PROBLEMS W MATERIALS	-----		
OBSERVES STUDENTS TAKING TESTS TO IDENTIFY PROBLEMS W TEST	-----		
COMPARES ANALYZED DATA/OBJECTIVES TO IDENTIFY OBJECTIVES NOT MET	-----		
APPLIES MODEL TO OTHER PROJECTS TO TEST WHETHER GENERALIZABLE	-----		
COMPARES MODEL AND CLIENT NEEDS TO TEST IF MODEL COMMUNICATES	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
6.05 CONDUCTING OF FIELD TESTS	-----	-----------	-----------
DISTRIBUTES MATERIALS TO CLASS TO CONDUCT PILOT TEST	-----		
DISTRIBUTES TESTS TO CLASS TO CONDUCT PILOT TEST	-----		
SCHEDULES TESTING SESSION TO TEST OUT PROTOTYPE PROGRAM	-----		
TAKES MATERIALS/TESTS TO SCHOOL TO CONDUCT PILOT TEST	-----		
ORGANIZES PILOT TEST TO TRY OUT PROGRAM	-----		
ASSIGNS PROTOTYPE TO FIELD CENTER TO TEST DESIGN FEASIBILITY	-----		
REQUESTS TEACHER TO HAVE PILOT TEST CONDUCTED	-----		
ASKS STUDENTS TO EVAL MATERIAL TO FIELD TEST MATER	-----		
LISTENS TO STUDENT RESPS/QUES TO EVAL STUDENT LEARNING	-----		
DISCUSSES WITH STUDENT TO OBTAIN IMPRESSION OF LRNG EXPER	-----		
SPEAKS WITH INTERESTED INSTITUTION TO FIELD TEST DISSEMINATION PLAN	-----		
ASSEMBLES PROTOTYPE TO TEST DESIGN FEASIBILITY	-----		
SELECTS SITE FOR PILOT TEST TO EVALUATE EFFECTIVENESS OF COURSE	-----		
TESTS PROGRAM IN COMPUTER TO DISCOVER ERRORS	-----		
ANALYZES SUCCESS IN MTG OBJECTIVE TO FIELD TEST MATER	-----		
ADMINISTERS MATERIALS/TEST TO STUDNT TO TRY OUT TEST	-----		
CHOOSES SUBJECTS TO TEST OUT PROTOTYPE PROGRAM	-----		
PLAYS ROLE OF STUDENT TO FIELD TEST MATERIALS	-----		
EVALUATES RESULTS FROM TEST TO TEST OUT PROTOTYPE PROGRAM	-----		
RUNS SAMPLE DATA THROUGH MODEL TO FIELD TEST FOR ACCURACY	-----		
DESIGNS EVALUATION FORMS TO PILOT TEST INSTRUCT. MATERIALS	-----		
LAYS OUT COMPONENTS TO TEST OUT INTERFACE	-----		
HOOKS UP COMPONENTS TO TEST OUT INTERFACE	-----		
SHOWS MATERIAL TO STUDENTS TO FIELD TEST MATER	-----		
DEMONSTRATES OPERATION OF PROTOTYPE TO GET FEEDBACK ON PERFORMANCE	-----		
ADMINISTERS PLAN TO FIELD TEST DISSEMINATION PLAN	-----		
6.06 COLLECTION AND ANALYSIS OF EVALUATION DATA	-----	-----------	-----------
SENDS EVALUATION RATING TO COMPUTER TO HAVE EVALUATION RATING STORED	-----		
COMPILES ANNOTATION & COMMENT SHEET TO COLLECT EVALUATIONS	-----		
COLLECTS COMMITTEE EVALUATIONS TO COMPILE EVALUATION REPORT	-----		
COLLECTS STAFF EVALUATION TO COMPILE EVALUATION REPORT	-----		
REQUESTS EVALS TO WRITE COMMENTS TO GATHER REACTIONS	-----		
ASKS QUESTIONS TO GATHER REACTIONS	-----		
LEADS DISCUSSION TO GATHER REACTIONS	-----		
ASKS QUESTIONS RE UTILIZATION TO GATHER REACTIONS	-----		
LISTENS TO TEACHER COMMENTS TO GATHER REACTIONS	-----		
ASKS QUESTIONS RE MATER NEEDS TO GATHER REACTIONS	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
QUESTIONS STUDENT RE MATERIAL TO PROVIDE COMPARISON DATA	-----		
DISCUSSES WITH COLLEAGUES TO EVALUATE DISSEMINATION PLAN	-----		
SUPERVISES DATA PROCESSING TO ANALYZE EVALUATION DATA	-----		
SUPERVISES DATA PROCESSING TO TRANSLATE DATA TO USABLE FORMAT	-----		
COMPARES RESPONSES AND ANSWER KEY TO SCORE EVAL INSTRUMENTS	-----		
TABULATES RECOMMENDATIONS TO SUMMARIZE EVALUATION	-----		
COMPARES TESTS W ANSWER KEY TO SCORE TESTS	-----		
RECORDS RESPONSES TO INSTRUMENT TO COLLECT EVALUATION DATA	-----		
COMBINES EVALUATIONS TO DEVELOP EVALUATION RATING	-----		
COMPILES SCORES FOR EA QUESTION TO ANALYZE DATA	-----		
COLLECTS RESPONSES FROM PILOT TO ASSESS REACTIONS TO MATERIALS	-----		
COMPARES MODEL AND OBJECTIVES TO TEST MODEL EFFECTIVENESS	-----		
COMPARES DATA AND OBJECTIVES TO PROVIDE ANSWERS TO STUDY QUES	-----		
SYNTHESIZES COMMENTS TO SUMMARIZE EVALUATION	-----		
COMPARES TEST/VERBAL RESPONSES TO CHECK TEST VALIDITY	-----		
OBSERVES REACTIONS OF STUDENTS TO ASSESS NON-VERBAL RESPONSE	-----		
PERFORMS ITEM ANALYSIS OF TEST TO IDENTIFY WEAK AREAS	-----		
WRITES ON FORM TO MARK FREQUENCY/TYPE STUD RESPS	-----		
COMPARES STUD FORM W DESIRED RESPS TO IDENTIFY DISCREPANCIES	-----		
ANALYZES TEACHER FORM/BEHAVIOR TO IDENTIFY WHAT CAUSING STUD DIFFS	-----		
COMPARES OLD FORM/NEW RESPS TO IDENTIFY IMPROVED STUD RESPS	-----		
ADMINISTERS INSTRUMENT TO COLLECT EVALUATION DATA	-----		
INSTRUCTS PERSONNEL TO COLLECT EVALUATION DATA	-----		
EXAMINES INCREASED USE OF MATERS TO EVALUATE DISSEMINATION PLAN	-----		
6.07 SELECTION OF INSTRUCTIONAL SYSTEM COMPONENTS	-----	----------	----------
CHECKS ASSIGNED SCHEDULE TO SELECT REQUIRED TAPES	-----		
READS WORK ORDER TO SELECT APPROPRIATE EQUIPMENT	-----		
MAKES LIST OF PURCHASES TO SELECT MATERS FOR PURCHASE	-----		
SEARCHES STOCK FILES TO CHOOSE EXISTING SLIDES	-----		
SEARCHES CATALOGS TO IDENTIFY APPROP MATERIALS	-----		
READS MAINTAINENCE REPORTS TO SELECT BRANDS OF AV EQUIP	-----		
READS NEW PRODUCT REPORTS TO SELECT BRANDS OF AV EQUIP	-----		
READS INFORMATION IN FILES TO CHOOSE SUITABLE SUBJECTS	-----		
READS LITERATURE TO SELECT ITEMS FOR EVALUATION	-----		
TALKS TO SALESMEN TO SELECT ITEMS FOR EVALUATION	-----		
LISTENS TO SPOKEN RECORDS TO SELECT BEST RECORDINGS	-----		
ANALYZES SLIDES TO SELECT SUITABLE ONES	-----		
AUDITIONS TALENT TO CHOOSE MOST SUITABLE	-----		
REVIEWS EXTANT MATERIALS TO SELECT APPROPRIATE ONES	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
CHOOSES APPROPRIATE MUSIC TO OBTAIN BACKGROUND MUSIC	-----		
ANALYZES POSSIBLE USES OF MATER TO SELECT MOST APPROPRIATE	-----		
SCREENS INPUTS TO SELECT ITEMS FOR EVALUATION	-----		
COMPARES DEVICES W. TECH. SPECS. TO CHOOSE MOST APPROPRIATE	-----		
COMPARES DIFFERENT BRANDS TO SELECT BRANDS OF AV EQUIP	-----		
6.08 VERIFICATION OF INSTRUCTIONAL SYSTEM COMPONENTS			
ASKS SUBJECT MATTER CONSULTANT TO HAVE CONTENT VALIDATED	-----	-----------	-----------
CALLS UNIT HEAD TO DETERMINE ACCURACY OF GOALS	-----		
CHECKS SLIDES PRODUCED TO ENSURE ORDER FILLED	-----		
CHECKS PICTURES AGAINST SCRIPT TO ENSURE ALL VISUALS PRESENT	-----		
LISTENS TO RECORDING TO ENSURE COMPLETE AND CORRECT	-----		
PROOFREADS COPY TO CHECK FOR ERRORS	-----		
READS COURSE MATERIALS TO ENSURE CORRECT CATALOG NOTATIONS	-----		
CHECKS COMPONENTS TO ENSURE COMPLETE	-----		
CHECKS SHOT SEQUENCE TO ENSURE ALL TAKEN	-----		
READS PRINT-OUT TO CHECK PROGRAM	-----		
EXAMINES DRAFT VISUALS TO ASSESS CORRELATION W. SCRIPT	-----		
OPERATES TAPE RECORDER TO CHECK ACCURACY OF BEEPS	-----		
LOCATES APPROP PICTURES IN BOOK TO ASCERTAIN AUTHENTICITY OF VISUAL	-----		
6.09 GETTING EVALUATIONS/REACTIONS			
CHOOSES SUBJECT MATTER CONSULTANT TO HAVE CONTENT VALIDATED	-----	-----------	-----------
INTERVIEWS CLIENT TO GET APPROVAL OF STORYBOARD	-----		
INTERVIEWS CLIENT TO GET APPROVAL OF PRODUCTION	-----		
INTERVIEWS CLIENT TO GET APPROVAL OF BASIC CONTENT	-----		
DISCUSSES WITH STUDENT TO HAVE STUD EVAL TUTOR APPROACH	-----		
LISTENS TO STUDENT TO GET STUD VIEW OF TEST/OBJS	-----		
DESIGNS EVALUATION SHEETS TO ELICIT STUDENT REACTION TO MATS.	-----		
DEMONSTRATES SCRATCH TAPE & SLIDES TO OBTAIN DIRECTOR'S EVALUATION	-----		
DEMONSTRATES SCRATCH TAPE & SLIDES TO OBTAIN WRITER'S EVALUATION	-----		
EXPLAINS LRNG ACTIV EVAL FORM TO HAVE STUD EVAL LRNG ACTIV	-----		
SHOWS MATERIALS TO CLIENT TO OBTAIN REVIEW AND COMMENTS	-----		
6.10 ASSESSMENT OF MEN			
OBSERVES TCHR BEHAVIOR TO NOTE IMPROVEMENTS IN TCHR BEHAV	-----	-----------	-----------
CODES STUDENT BEHAVIOR TO DETERMINE TEACHING EFFECTIVENESS	-----		
OBSERVES TEACHER BEHAVIOR TO DETERMINE TRAINING EFFECTIVENESS	-----		
COMPARES OLD FORM/NEW RESPS TO IDENTIFY IMPROVED TCHR BEHAV	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
6.11 ASSESSMENT OF MATERIALS	-----	----------	----------
SELECTS TIME AND DATE TO PREVIEW PRESENTATION	-----		
READS MEMOS FROM TEACHERS TO DETERMINE MATERIALS NEEDS	-----		
CALLS TEACHERS IN ONE SCHOOL TO EVALUATE MATERIALS	-----		
CALLS STUDENTS/TEACHER IN A CLASS TO EVALUATE MATER	-----		
ASKS QUESTIONS TO DETERMINE APPLICATION/USE	-----		
DISCUSSES WITH STAFF TO CLARIFY MATERIALS NEEDS	-----		
REQUESTS CONTENT SPECIALISTS TO HAVE THEM PREVIEW OLD FILMS	-----		
DISCUSSES WITH TEACHER TO EVALUATE MATERIALS AVAILABLE	-----		
DISCUSSES W TEACHING PERSONNEL TO EVALUATE SUCCESS OF COURSE	-----		
ASKS STUDENTS QUESTIONS TO DETERMINE IF OBJECTIVES ARE MET	-----		
ANALYZES TECHNICAL QUALITY TO REJECT POOR QUALITY ITEMS	-----		
PREVIEWS OLD FILMS TO EVALUATE PHYSICAL CONDITION	-----		
MAKES DECISION TO RECOMMEND DESTROYING OLD FILM	-----		
ANALYZES PRODUCED VISUALS TO EVALUATE QUALITY	-----		
PREVIEWS PRESENTATION TO EVALUATE PRESENTATION	-----		
LISTENS TO TAPE TO EVALUATE SOUND QUALITY	-----		
ANALYZES PRESENT CURRICULUM NEEDS TO REJECT IRRELEVANT ITEMS	-----		
ANALYZES FUTURE CURRICULUM NEEDS TO REJECT IRRELEVANT ITEMS	-----		
COMPARES WITH TEACHERS' NEEDS TO REJECT IRRELEVANT ITEMS	-----		
COMBINES FACTORS TO ELIMINATE OBVIOUS REJECTS	-----		
DESIGNS EVALUATION FORMS TO EVALUATE EFFECTIVENESS OF COURSE	-----		
ANALYZES PROGRAM TO ASSESS LOGICAL DEVELOPMENT	-----		
EVALUATES SLIDES AND TAPE TO IMPROVE QUALITY OF MATERIAL	-----		
EVALUATES TAKE TO ACCEPT OR REJECT FILM	-----		
OBSERVES RUN THROUGH TO SUGGEST IMPROVEMENTS IN FILM	-----		
VIEWS MATERIAL TO DO INITIAL SCREENING	-----		
OPERATES MOVIE PROJECTOR TO PREVIEW FILM	-----		
PLAYS BACK VIDEOTAPE TO CHECK QUALITY OF RECORDING	-----		
TEACHES PILOT TEST TO EVALUATE EFFECTIVENESS OF MATS	-----		
TEACHES COURSE TO EVALUATE EFFECTIVESS OF MATS	-----		
OBSERVES NON-VERBAL BEHAV (BOREDOM) TO EVAL PRESENTATION EFFECTIVENESS	-----		
OBSERVES DEGREE OF STUD INVOLVEMENT TO EVAL PRESENTATION EFFECTIVENESS	-----		
ANALYZES QUESTION/ANSWERS TO EVAL PRESENTATION EFFECTIVENESS	-----		
6.12 ASSESSMENT OF DEVICES	-----	----------	----------
DISCUSSES HARDWARE SYSTEMS TO EVALUATE EFFECTIVENESS	-----		
PERFORMS COST ANALYSIS TO RECOMMEND EQUIPMENT	-----		
COMPARES UNIT PRODUCT COST TO DETERMINE PRODUCT COMPETITIVENESS	-----		

6. EVALUATION-SELECTION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OBSERVES HARDWARE SYSTEMS TO EVALUATE EFFECTIVENESS	-----		
EVALUATES NEW EQUIPMENT TO ASSESS COMPATIBILITY	-----		
6.13 ASSESSMENT OF TECHNIQUES	-----	-----------	-----------
DISCUSSES WITH STUDENT TO EVAL COMBINED ACTIVS	-----		
DISCUSSES WITH STUDENT TO EVAL SUGGESTED ACTIVS	-----		
EVALUATES PILOT PERFORMANCE TO EVALUATE PROGRAM EFFECTIVENESS	-----		
DESIGNS PRE AND POST TESTS TO EVALUATE EFFECTIVENESS OF PROG.	-----		
EVALUATES DRAFT PROGRAMS TO ASSESS METHODOLOGY USED	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

7. SUPPORT-SUPPLY OUTCOMES.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE SUPPORT-SUPPLY OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
7.01 MAINTENANCE OF EQUIPMENT/MATERIALS	-----	----------	----------
ANALYZES REPAIR HISTORY TO IDENTIFY EQUIP OPERATION PROBS	-----		
INSPECTS RETURNED MATERIALS TO CHECK FOR DAMAGE	-----		
INSPECTS RETURNED EQUIPMENT TO CHECK FOR DAMAGE	-----		
CLEANS LENSES ON PROJECTORS TO KEEP IN WORKING ORDER	-----		
CLEANS AV EQUIPMENT TO KEEP IN WORKING ORDER	-----		
REPLACES JACKETS ON RECORDS TO KEEP CLEAN	-----		
RUBS TIRE WITH SWAB TO CLEAN TIRE	-----		
OPERATES AIR COMPRESSOR TO REMOVE DUST FROM PROJECTOR	-----		
CLEANS OFF POINTS AND ROLLERS TO MAINTAIN FILM INSPECTOR	-----		
PUTS PLASTIC JACKETS ON BOOKS TO PROTECT MATERIALS	-----		
CLEANS AND DUSTS MATERIALS TO MAINTAIN CONDITION	-----		
USES COTTON SWABS AND ALCOHOL TO CLEAN HEADS ON VIDEOTAPE RECORDER	-----		
CLEANS AND REFILLS PICKLE JAR TO MAINTAIN	-----		
REFILLS PRINTING SOLUTION TO MAINTAIN OFFSET MACHINE	-----		
CLEANS ROLLERS TO MAINTAIN OFFSET MACHINE	-----		
REFILLS BATH SOLUTIONS TO MAINTAIN ITEK MACHINE	-----		
CLEANS WORK AREA TO KEEP CLEAN/ORGANIZED	-----		
DEMAGNETIZES HEADS ON RECORDERS TO KEEP IN WORKING ORDER	-----		
SPRAYS CONTROLS IN CONSOLE TO CLEAN	-----		
OILS AV EQUIPMENT TO KEEP IN WORKING ORDER	-----		
WIPES OFF LENS TO CLEAN LENS	-----		
CLEANS LANGUAGE LAB EQUIPMENT TO ENSURE GOOD WORKING ORDER	-----		
CHANGES PROJECTOR BULBS & FUSES TO MAINTAIN IN WORKING ORDER	-----		
REPAIRS MINOR FLAWS IN LECTERN TO MAINTAIN IN WORKING ORDER	-----		
CHANGES TAPE IN CONSOLE TO MAKE MACHINE OPERATIONAL	-----		
CLEANS HEADS ON EDEX CONSOLE TO KEEP IN WORKING ORDER	-----		
PRESSES BUTTON ON CONSOLE TO RESTORE SYNCHRONIZATION	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
MAINTAINS ELECTRICAL SYSTEMS TO ENSURE WORKING ORDER	-----		
7.02 PICKING UP AND DELIVERY OF EQUIPMENT AND MATERIALS			
MARKS LIST FOR PACKER TO INFORM OF MATERIALS NEEDED	-----		
GIVES INSTRUCTIONS TO CUSTODIAN TO MOVE HEAVY EQUIPMENT	-----		
CALLS CUSTODIAN TO HAVE MATERIALS DELIVERED	-----		
CALLS SUPPLIES DEPARTMENT TO REQUEST TABLE & SCREENS DELIVERY	-----		
SELECTS APPROPRIATE EQUIPMENT TO TAKE TO CLASSROOM	-----		
LOADS VAN WITH EQUIPMENT TO DELIVER TO LOCATION	-----		
UNLOADS TRUCK TO DELIVER EQUIPMENT	-----		
WHEELS TRUCK TO CLASSROOM TO DELIVER EQUIPMENT	-----		
USES CHECKLIST TO LOCATE MATERIALS FOR DELIVERY	-----		
PLACES MATERIALS IN BOXES TO PREPARE FOR DELIVERY	-----		
PICKS UP AND CARRIES BOXES TO LOAD IN VAN	-----		
PACKS FILMSTRIPS IN MAILING TUBE TO PREPARE FOR DELIVERY	-----		
WHEELS DOLLIES TO DELIVER EQUIPMENT	-----		
CARRIES EQUIPMENT TO CLASSROOM TO DELIVER TO CLASSROOM	-----		
LOADS EQUIPMENT IN CAR TO DELIVER TO LOCATION	-----		
LOADS EQUIPMENT ON CART TO DELIVER TO CONFERENCE ROOM	-----		
PUSHES CART TO DELIVER TO CONFERENCE ROOM	-----		
UNLOADS EQUIPMENT TO DELIVER TO CONFERENCE ROOM	-----		
LOADS VIDEOTAPE RECORDER IN VAN TO DELIVER EQUIPMENT	-----		
LOADS MOTION PICTURE CAMERA IN VAN TO DELIVER TO LOCATION	-----		
PACKAGES PRINTED MATERIALS TO PREPARE FOR DELIVERY	-----		
PACKS FILMS IN BOX TO RETURN TO LIBRARY	-----		
PACKS UP EQUIPMENT TO RETURN TO AV CENTER	-----		
CARRIES FILM TO VIEWING ROOM TO AWAIT SHOWING	-----		
DRIVES TO LOCATION TO DELIVER EQUIPMENT	-----		
DRIVES CAR TO PICK UP DEFECTIVE EQUIPMENT	-----		
DRIVES CAR TO DELIVER REPAIRED EQUIPMENT	-----		
7.03 REPAIR OF EQUIPMENT			
CALLS REPAIRMAN TO REQUEST REPAIR OF AUTOTUTOR	-----		
ASSIGNS WORK TO ASSISTANTS TO HAVE EQUIPMENT REPAIRED	-----		
SELECTS NEW TUBES TO REPLACE DEFECTIVE TUBES	-----		
TESTS PROJECTOR FAN TO ENSURE WORKING ORDER	-----		
USES TUBE TESTER TO TEST TUBES	-----		
REPLACES TUBE TO RESTORE WORKING ORDER	-----		
REPLACES NEEDLE TO RESTORE WORKING ORDER	-----		
USES STROBOSCOPIC DISC TO CHECK TURNTABLE SPEED	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
REMOVES STUCK COPIES IN COPIER TO RESTORE OPERATING CONDITION	-----		
CHANGES BULBS IN OVERHEAD PROJECTOR TO RESTORE WORKING ORDER	-----		
REPAIRS LECTERNS TO RESTORE WORKING ORDER	-----		
INSTALLS NEW PART TO RESTORE WORKING ORDER	-----		
REPLACES FUSE TO RESTORE WORKING ORDER	-----		
REPLACES TUBES TO RESTORE WORKING ORDER	-----		
OPERATES PROJECTOR TO TEST REPAIR	-----		
OPERATES RECORD PLAYER TO ENSURE WORKING ORDER	-----		
OPERATES FILMSTRIP PROJECTOR TO TEST REPORTED MALFUNCTION	-----		
PRESSES FILM GUIDE WHEEL TO RESTORE WORKING ORDER	-----		
OPERATES FILMSTRIP PROJECTOR TO TEST LENS FOR DIRT	-----		
REPLACES MINOR WIRING IN AUTOTUTOR TO RESTORE WORKING ORDER	-----		
USES TUBE TESTER TO INSPECT ELECTRICAL SYSTEMS	-----		
REPAIRS TV RECEIVERS TO RESTORE WORKING ORDER	-----		
REPAIRS LANGUAGE LAB CONSOLE TO RESTORE WORKING ORDER	-----		
REPAIRS ELECTRICAL SYSTEMS TO RESTORE WORKING ORDER	-----		
REPAIRS CCTV STUDIO EQUIPMENT TO RESTORE WORKING ORDER	-----		
REPAIRS FM TRANSMITTER TO RESTORE WORKING ORDER	-----		
7.04 KEEPING OF REPAIR RECORDS	-----	----------	----------
WRITES DATA ON REPAIR FORM TO KEEP RECORD OF REPAIR	-----		
WRITES INFORMATION ON CARD TO KEEP RECORD OF REPAIR	-----		
WRITES INFORMATION ON CARD TO RECORD DAMAGED MATERIALS	-----		
LISTS EQUIPMENT REPAIRED WEEKLY TO KEEP WEEKLY RECORDS	-----		
LISTS EQUIPMENT REPAIRED DAILY TO KEEP DAILY RECORDS	-----		
WRITES INFORMATION ON CARD TO RECORD PERIODIC MAINTENANCE	-----		
WRITES INFORMATION ON EACH REPAIR TO MAINTAIN REPAIR HISTORY	-----		
7.05 REPAIR AND INSPECTION OF MATERIALS	-----	----------	----------
CARRIES FILMS TO WORK AREA TO PREPARE FOR INSPECTION	-----		
OPERATES HARWALD FILM INSPECTOR TO INSPECT AND REPAIR FILM	-----		
INSPECTS RETURNED MATERIALS TO CHECK FOR DAMAGE	-----		
REMOVES DAMAGED MATERIALS TO KEEP FROM CIRCULATION	-----		
VISUALLY INSPECTS TAPES TO CHECK FOR BREAKAGES	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.06 KEEPING OF EQUIPMENT INVENTORY	-----	-----------	-----------
COPIES INFORMATION ON CARD TO PREPARE INVENTORY CARD	-----		
COPIES INFO ON ORDER FORM TO MAIL TO LIBRARY	-----		
LISTS EQUIPMENT RECEIVED TO COMPILE NEW EQUIPMENT INVENTORY	-----		
COPIES INFO FROM SCHEDULE CARDS TO LIST EQUIPMENT HOLDINGS	-----		
COMPARES HOLDINGS WITH INVENTORY TO CHECK ACCURACY OF INVENTORY	-----		
OPERATES TYPEWRITER TO LIST INVENTORY OF HOLDINGS	-----		
COPIES FROM INVENTORY TO LIST EQUIPMENT & MATERIALS	-----		
7.07 LABELLING OF EQUIPMENT AND MATERIALS	-----	-----------	-----------
COPIES INFORMATION FROM FILE CARD TO IDENTIFY MACHINE	-----		
FILES CARD IN EQUIPMENT FILE TO HAVE RECORD OF MACHINE	-----		
REPLACES LABELS ON EQUIPMENT TO ENSURE IDENTIFICATION	-----		
STENCILS LABEL ON EQUIPMENT TO IDENTIFY	-----		
STAMPS OWNERSHIP MARK ON MATERIALS TO IDENTIFY MATERIALS	-----		
TIES TAG ON MACHINE TO IDENTIFY MACHINE	-----		
AFFIXES CODE NUMBER ON CHART TO IDENTIFY	-----		
ASSIGNS CODE NUMBER TO CHART TO KEEP RECORD	-----		
LABELS KITS OF MATERIALS TO IDENTIFY THEM	-----		
ASSIGNS CODE FROM ACCESSION LIST TO IDENTIFY MATERIALS	-----		
LABELS CARTRIDGES TO IDENTIFY FOR FUTURE USE	-----		
PUTS LABEL ON BOXES TO IDENTIFY BOXES	-----		
7.08 STORAGE OF EQUIPMENT AND MATERIALS	-----	-----------	-----------
WRITES SHELF LIST CARDS TO IDENTIFY LOCATION OF MATERIALS	-----		
GIVES INSTRUCTIONS TO HAVE OLD FILM DESTROYED	-----		
SUPERVISES PERSONNEL TO STORE EQUIP/MATS	-----		
ANALYZES EXTANT TEACHING AIDS TO REMOVE OUT OF DATE MATERIALS	-----		
PLACES INSPECTED FILMS ON SHELVES TO STORE FOR FUTURE USE	-----		
CARRIES EQUIPMENT TO ROOM TO STORE EQUIPMENT	-----		
UNPACKS RETURNED FILMSTRIPS TO RETURN TO STORAGE	-----		
SORTS MATERIALS TO PREPARE FOR SHELVING	-----		
PLACES MATERIALS ON SHELVES TO STORE FOR NEXT USE	-----		
STORES TAPES ON RACK TO STORE FOR NEXT USE	-----		
PLACES TAPE CARTRIDGES ON SHELF TO STORE FOR FUTURE USE	-----		
CARRIES TAPES TO STORAGE TO STORE FOR NEXT USE	-----		
REPLACES EQUIPMENT ON SHELVES TO STORE FOR FUTURE USE	-----		
UNLOADS AUTOTUTOR MACHINE TO STORE TAPE	-----		
CARRIES BOXES TO STORE ROOM TO STORE BOXES	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.09 COLLATING OF MATERIALS	-----	-----------	-----------
BUNDLES PRINTED MATERIALS TO PREPARE FOR COLLATING	-----		
PUTS MATERIALS IN PILES TO PREPARE TO COLLATE	-----		
SELECTS ONE ITEM FROM EACH PILE TO COLLATE MATERIALS	-----		
7.10 VERIFICATION OF ORDERS/LISTS	-----	-----------	-----------
WRITES PROPOSAL TO RECOMMEND VERIFYING COURSE CARD	-----		
CALLS PRODUCER TO ASCERTAIN CORRECT TITLE	-----		
CHECKS CATALOG NOTATION TO ENSURE CORRECT	-----		
COMPARES EQUIP WITH PURCHASE ORDER TO ENSURE ORDER IS CORRECT	-----		
COMPARES LIST WITH PAST LIST TO CHECK ACCURACY	-----		
READS CATALOG TO VERIFY CITATION OF FILM	-----		
CHECKS NAME AND NUMBER OF FILM TO ENSURE ACCURACY	-----		
CHECKS RECEIVED FILM TITLE TO ENSURE ACCURACY OF ORDER	-----		
CHECKS STUDENT SCHEDULE TO IDENTIFY CORRECT ASSIGNMENT	-----		
USES REFERENCE BOOKS TO CHECK ACCURACY OF FILM NOTATION	-----		
7.11 PROJECTION OF OVERHEADS	-----	-----------	-----------
OPERATES REAR SCREEN OVERHEAD TO SHOW VISUALS	-----		
CHANGES VISUALS ON APPROP. OVERHEAD TO PROVIDE ILLUSTRATIONS	-----		
READS SCRIPT TO CHANGE OVERHEADS ON CUE	-----		
7.12 PROJECTIONS OF MOVIES	-----	-----------	-----------
THREADS MOVIE PROJECTOR TO READY FOR SHOWING	-----		
OPERATES MOVIE PROJECTOR TO SHOW FILM	-----		
7.13 COMPILING OF FILES/CHECKLISTS	-----	-----------	-----------
FILES REFERENCES BY SUBJECT AREA TO COMPILE MATERIALS FILE	-----		
WRITES BRIEFING GUIDE TO PROVIDE BRIEFING GUIDELINES	-----		
SELECTS ARTICLES ON AV TO COMPILE LIBRARY OF MATERIALS	-----		
ANALYZES CRUCIAL OPERATING FACTORS TO DESIGN READINESS CHECKLIST	-----		
LISTS EQUIP OPERATION PROBLEMS TO LIST CRUCIAL OPERATING FACTORS	-----		
ANALYZES CATALOGS AND FILES TO LIST RELATED MATERIALS	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.14 TRANSMISSION OF VIDEOTAPES	-----	-----------	-----------
OBSERVES BUILDERS AT WORK TO ENSURE SPECS ARE MET	-----		
OPERATES VIDEOTAPE RECORDER TO TRANSMIT PROGRAMS FROM NETWORK	-----		
SCHEDULES TIME AND DATE TO ARRANGE FOR CCTV BROADCAST	-----		
PREPARES VTR SET UP TO READY FOR PLAYBACK	-----		
OPERATES VTR TO PLAYBACK RECORDING	-----		
7.15 PLAYBACK OF AUDIOTAPES	-----	-----------	-----------
SCHEDULES PREVIEW SESSION TO PLAY BACK AUDIOTAPE	-----		
CHECKS AUDIO LEVEL TO ENSURE ADEQUATE SOUND	-----		
SETS UP TAPE RECORDER TO PREPARE FOR PLAYBACK	-----		
OPERATES TAPE RECORDER TO PLAY INSTRUCTIONAL TAPES	-----		
7.16 PROJECTION OF SLIDES	-----	-----------	-----------
CHECKS IMAGE SIZE AND CLARITY TO PREPARE TO PROJECT SLIDES	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE SIZE OF IMAGE & LENSES	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PROJECTOR PLACEMENT	-----		
SETS UP SLIDE PROJECTORS TO PREPARE TO PROJECT SLIDES	-----		
7.17 DISTRIBUTION/CIRCULATION OF MATERIALS	-----	-----------	-----------
READS DAILY SCHEDULE TO IDENTIFY MATERIALS NEEDED	-----		
COORDINATES MATERIALS PROCUREMENT TO PROVIDE NEEDED AUDIO & VISUALS	-----		
GIVES INSTRUCTIONS TO ASSISTANT TO SHIP MATERIALS TO SCHOOLS	-----		
SUPERVISES PERSONNEL TO REDISTRIBUTE EQUIP/MATS	-----		
PASTES DATE-DUE SLIPS IN BOOKS TO PREPARE FOR CIRCULATION	-----		
SETS UP CIRCULATION DESK DAILY TO PREPARE FOR DISTRIBUTION	-----		
PRESTAMPS DATE DUE CARDS TO PREPARE FOR DISTRIBUTION	-----		
MATCHES FILMS WITH ORDER SLIPS TO ASSIGN FILM TO REQUESTOR	-----		
CHECKS LIST TO DETERMINE IF MATERIALS AVAILABLE	-----		
LOCATES REQUESTED MATERIAL TO ASSIST REQUESTOR	-----		
PLANS NEW ROUTING LIST TO IMPROVE CIRCULATION	-----		
7.18 STANDARDIZATION OF DEFINITIONS/REFERENCES	-----	-----------	-----------
DESIGNS NEW FORMS TO IMPROVE RECORD KEEPING	-----		
LISTS RECOMMENDED DEFINITIONS TO STANDARDIZE DEFINITIONS	-----		
DISCUSSES WITH MANAGEMENT TO RECOMMEND STANDARD DEFINITIONS	-----		
DISCUSSES W. SALESMEN TO IDENTIFY NEW CATALOGING TECHS.	-----		
ANALYZES EQUIP STANDARDS HANDBOOK TO RECOMMEND STANDARD DEFINITIONS	-----		
EVALUATES USE OF MICROFICHE TO DESIGN AUTOMATED SYSTEM	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
EVALUATES USE OF MICROFILM TO DESIGN AUTOMATED SYSTEM	-----		
7.19 SCHEDULING OF MATERIALS/EQUIPMENT/FACILITIES	-----	-----------	-----------
FILES COPY OF SCHEDULE CARD TO KEEP RECORD	-----		
WRITES WORK ORDER TO RECORD OPERATION NEEDED	-----		
SCHEDULES TIME AND DATE TO KEEP RECORD OF ASSIGNMENT	-----		
WRITES DATE SCHEDULED TO RECORD DATE NEEDED	-----		
WRITES REQUESTOR'S NAME TO RESERVE MATERIALS	-----		
WRITES IN TIME CHART TO SCHEDULE CONFERENCE ROOMS	-----		
COPIES INFORMATION TO WORKSHEET TO RESERVE PROJECTIONIST	-----		
FILES COPY OF WORK ORDER TO HAVE RECORD OF OPERATION	-----		
SCHEDULES STUDIO TO RESERVE FOR TAPING	-----		
SCHEDULES CLASSROOMS TO RESERVE FOR COURSE	-----		
DISCUSSES WITH REQUESTOR TO SCHEDULE PREVIEW TIME	-----		
TALKS WITH REQUESTOR TO GET INFO ON MATS NEEDS	-----		
CALLS ROOM COORDINATOR TO SCHEDULE CONFERENCE ROOMS	-----		
CALLS TUTOR TO ARRANGE FOR STUDENT SESSION	-----		
CALLS SOUND STUDIO TO SCHEDULE TIME FOR RECORDING	-----		
LOCATES SCHEDULE CARD TO RECORD DATE NEEDED	-----		
CHOOSES ALTERNATE DATE TO RESERVE MATERIALS	-----		
CHECKS SCHEDULE BOOK TO DETERMINE IF MATERIALS AVAILABLE	-----		
SCHEDULES BUS AND DRIVER TO RESERVE FOR FIELD TRIP	-----		
CHECKS MATERS FOR LRNG ACTIV TO CHECK IF READY FOR STUDENT	-----		
PLANS NEW SCHEDULING SYSTEM TO IMPROVE SCHEDULING	-----		
7.20 TRACING OF OVERDUE/MISSING MATERIALS	-----	-----------	-----------
WRITES CARDS TO DELIQUENTS TO INFORM OF OVERDUE MATERIALS	-----		
CALLS LAST USER TO INFORM OF MISSING ITEM	-----		
TALKS WITH STAFF TO INITIATE SEARCH FOR FILM	-----		
COMPARES SCHEDULE CARD WITH STOCK TO ASCERTAIN MISSING ITEM	-----		
REVIEWS CIRCULATION RECORDS TO WRITE OVERDUE NOTICES	-----		
TRACES LOST FILM TO RETURN TO DISTRIBUTOR	-----		
7.21 PREPARATION FOR UTILIZATION OF FACILITIES/EQUIPMENT	-----	-----------	-----------
COPIES DIRECTIONS ON BLACKBOARD TO PREPARE FOR OPERATION OF LAB	-----		
VISITS PRESENTATION LOCATION TO VIEW PHYSICAL FACILITIES	-----		
DISCUSSES WITH INSTRUCTOR TO IDENTIFY PROGRAM NEEDED	-----		
DISCUSSES WITH PRESENTOR TO CLARIFY PRESENTATION DETAILS	-----		
DISCUSSES WITH PROMOTOR TO DETERMINE ROOM SIZE & CHARACTER	-----		
DESIGNS CUE SHEET TO ASSIST PROJECTIONIST & SPEAKER	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SURVEYS ROOM TO PLAN VTR SET UP	-----		
ORGANIZES MATERIALS IN GROUPS TO PREPARE FOR EVALUATION SESSIONS	-----		
ARRANGES CHAIRS TO PREPARE PREVIEW ROOM	-----		
LOCATES AUDIO TAPE CARTRIDGES TO PREPARE FOR OPERATION OF LAB	-----		
LOADS CARTRIDGES IN CONSOLE TO PREPARE FOR OPERATION OF LAB	-----		
SETS UP APPROPRIATE EQUIPMENT TO PREPARE FOR CONFERENCE SESSION	-----		
ARRANGES FURNITURE TO PREPARE FOR CONFERENCE SESSION	-----		
LOADS AUTOTUTOR MACHINE TO PREPARE FOR USE	-----		
MOVES COUNTER DIAL TO FRAME TO PREPARE FOR USE	-----		
LAYS OUT INKS AND FILM IN LAB TO PREPARE FOR STUDENT USE	-----		
TURNS ON DRYMOUNT PRESS TO PREPARE FOR STUDENT USE	-----		
SETS UP EDEX CONSOLE TO PREPARE FOR INSTRUCTOR	-----		
7.22 KEEPING OF DISTRIBUTION RECORDS	-----	-----------	-----------
FILES CARDS BY DATE DUE TO HAVE RECORD OF LOAN	-----		
WRITES NUMBER OF FILM ON LOG TO KEEP RECORD OF DISTRIB	-----		
WRITES CONFIRMATION DATA ON CARD TO RECORD CONFIRMATION	-----		
WRITES INFO ON FILE CARD TO RECORD REQUEST	-----		
LISTS PROGRAMS RECORDED TO COMPILE MONTHLY LOG	-----		
MARKS WEEKLY TAG OF MATS LOANED TO HAVE WEEKLY RECORD	-----		
COPIES INFORMATION TO NEW CARD TO REPLACE DAMAGED CARD	-----		
COPIES DATA TO CHARGE OUT CARD TO PREPARE CHARGE OUT CARDS	-----		
CALCULATES USED CHECK OUT CARDS TO COMPILE DAILY REPORT	-----		
FILES CHECK OUT CARDS TO KEEP RECORD	-----		
LISTS OVERDUE MATERIALS TO KEEP RECORD	-----		
WRITES TITLE AND REQUESTOR TO RECORD REQUEST	-----		
FILES SLIPS IN DATE FILE TO KEEP RECORD OF CONFIRMATION	-----		
CHECKS SCHEDULE CARD TO RECORD ITEMS RETURNED	-----		
LOGS OUT MATERIALS AND EQUIPMENT TO HAVE RECORD OF LOAN	-----		
LOGS IN RETURNED MATS. & EQUIP. TO HAVE RECORD OF RETURN	-----		
OPERATES XEROX TO MAKE COPIES OF MESSAGES RECEIVED	-----		
7.23 CATALOGING OF MATERIALS	-----	-----------	-----------
WRITES DATA IN CATALOG TO UPDATE CATALOG	-----		
FILES CATALOG CARDS TO KEEP RECORDS	-----		
LISTS NEW MATERIALS IN CATALOG TO UPDATE CATALOG	-----		
WRITES SHORT DESCRIPTION OF FILM TO CATALOG FILM	-----		
PREVIEWS FILM TO WRITE CATALOG DESCRIPTION	-----		
READS REVIEW OF MATERIALS TO WRITE CATALOG DESCRIPTION	-----		
ANALYZES ENGINEERING DEMANDS TO DESIGN AUTOMATED SYSTEM	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
COMPARES TITLE WITH CATALOG TO DETERMINE IF ALREADY CATALOGUED	-----		
DETERMINES STANDARD NOTATION TO PREPARE TO CATALOG	-----		
ASSIGNS SUBJECT HEADING TO MATS TO IDENTIFY THEM	-----		
ASSIGNS SEQUENTIAL CONTROL NUMBER TO CATALOG NEW MATERIALS	-----		
ASSIGNS SUBJECT HEADINGS TO CLASSIFY MATERIALS	-----		
REMOVES OUT OF DATE CARDS TO KEEP CATALOG FILES CURRENT	-----		
ADAPTS COMMERCIAL CATALOG CARDS TO CATALOG TO LOCAL NEEDS	-----		
CHECKS CLASSIFICATION LIST TO CROSS INDEX MATERIALS	-----		
READS NEW MATERIALS TO CLASSIFY MATERIALS	-----		
READS REVIEW OF MATERIALS TO CROSS INDEX MATERIALS	-----		
READS CURRICULUM GUIDES TO CLASSIFY MATS IN CURRIC AREAS	-----		
7.24 OPERATION OF COMPUTER TERMINAL	-----	----------	----------
OPERATES COMPUTER TERMINAL TO PRINT OUT TUTORIAL STRATEGY	-----		
OPERATES COMPUTER TERMINAL TO LIST MESSAGES RECEIVED	-----		
OPERATES COMPUTER TERMINAL TO MAKE PROGRAM TAPES	-----		
OPERATES COMPUTER TERMINAL TO UNSAVE OLD PROGRAMS	-----		
7.25 INSTALLATION OF EQUIPMENT	-----	----------	----------
BUILDS SOUND PROOF CEILING TO EQUIP CCTV STUDIO	-----		
HOOKS UP EQUIPMENT TO EQUIP CCTV STUDIO	-----		
UNPACKS EQUIPMENT TO PREPARE FOR INSTALLATION	-----		
HOOKS UP EACH COMPONENT TO PREPARE TO TEST	-----		
READS PHYSICAL SCHEMATIC TO DETERMINE EQUIPMENT LAYOUT	-----		
EXAMINES FLOOR PLAN TO DETERMINE LOCATION FOR COMPONENTS	-----		
HOOKS UP COMPONENTS TO INSTALL	-----		
WIRES COMPONENTS TOGETHER TO INSTALL	-----		
READS WIRING DIAGRAMS TO DETERMINE ELECTRICAL LAYOUT	-----		
READS SPECIFICATIONS TO DETERMINE CONTENTS AND NUMBER	-----		
7.26 KEEPING TRANSMISSION RECORDS	-----	----------	----------
WRITES IN CORRECTIONS TO AMEND PROGRAM SCHEDULE	-----		
WRITES NAME OF PROGRAM TO HAVE RECORD OF RECORDING	-----		

7. SUPPORT-SUPPLY OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.27 PREPARATION FOR MULTIMEDIA PRESENTATION	-----	-----------	-----------
STANDS UP SCREENS TO PREPARE FOR PRESENTATION	-----		
PLACES TABLES IN POSITION TO PREPARE FOR PRESENTATION	-----		
TAPES EXTENSION CORDS TO FLOOR TO PREPARE FOR PRESENTATION	-----		
TESTS CONTROL DEVICE TO PREPARE FOR PRESENTATION	-----		
SETS UP EQUIPMENT TO PREPARE FOR MULTISCREEN PRES.	-----		
SETS UP CONTROL DEVICE TO PREPARE FOR PRESENTATION	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PLACEMENT OF AUDIENCE	-----		
RUNS THROUGH PRESENTATION TO CHECK FOR TECHNICAL ACCURACY	-----		
7.28 ORDERING OF FILMS/MATERIALS/EQUIPMENT	-----	-----------	-----------
MAILS ORDER SHEETS TO ORDER FILMS	-----		
DISCUSSES WITH STUDENT TO ARRANGE TIME FOR LEARNING ACTIV	-----		
CALLS PEOPLE--TEACHER/STUDENTS TO ARRANGE FOR HUMAN COMP OF LA	-----		
CALLS INST MATER CENTER TO SCHEDULE MATERIAL COMP OF LA	-----		
CALLS PEOPLE/MATER CTR TO OBTAIN MISSING COMPONENTS	-----		
SPEAKS TO PRODUCER TO OBTAIN SAMPLE COMPONENTS	-----		
CALLS PRODUCER TO OBTAIN COMPLETE MATERIALS	-----		
CALLS EQUIPMENT SUPPLIER TO REQUEST EQUIP DELIVERY & SET UP	-----		
ANALYZES USAGE FIGURES TO PROJECT EQUIPMENT NEEDS	-----		
ANALYZES EQUIPMENT NEEDS TO PLAN EQUIPMENT ACQUISITION	-----		
7.29 LOCATION OF MATERIALS	-----	-----------	-----------
CROSS INDEXES MATERIALS TO FACILITATE LOCATION	-----		
ANALYZES MATERIALS FILE TO SELECT REFERENCES	-----		
RESEARCHES PERSONAL FILES TO LOCATE APPROPRIATE MATERIALS	-----		
7.30 ORDERING OF REPLACEMENT MATERIALS	-----	-----------	-----------
LISTS MISSING EQUIPMENT TO REQUEST REPLACEMENTS	-----		
LISTS MISSING ITEMS TO PREPARE REPLACEMENT LIST	-----		
WRITES TO CENTRAL OFFICE TO REQUEST REPLACEMENT ITEMS	-----		
WRITES ORDER FORMS TO ORDER SPARE PARTS	-----		
CALLS PRODUCERS TO REQUEST REPLACEMENT MATERIALS	-----		
OBSERVES STOCK OF PAPER TO ENSURE ADEQUATE SUPPLIES	-----		
ESTIMATES SPARE PARTS NEEDED TO STOCK REPAIR SERVICE	-----		

7. SUPPORT-SUPPLY OUTCOMES.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.31 PACKING OF MATERIALS	-----	----------	----------
OBSERVES PACKERS TO ENSURE PRODUCT SHIPPED SAFELY	-----		
PLACES COLLATED MATERIALS IN BOX TO PACK BOXES	-----		
PUTS TAPE ON BOXES TO SEAL BOXES	-----		
STACKS UP COMPONENTS TO DETERMINE BOXING CONFIGURATION	-----		
MEASURES COMPONENTS TO DETERMINE SIZE OF BOX	-----		
7.32 TRANSMISSION OF RADIO BROADCASTS	-----		
READS ALOUD TO ANNOUNCE STATION IDENTIFICATION	-----		
READS ALOUD TO MAKE RADIO ANNOUNCEMENTS	-----		
OBSERVES AUDIO METERS TO MONITOR BROADCAST SIGNAL	-----		
OPERATES BROADCAST CONSOLE TO SWITCH PROGRAM SOURCES	-----		
ARRANGES TAPES IN RACK TO PREPARE TO BROADCAST	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

8. UTILIZATION OUTCOMES.

LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
8.01 DIAGNOSIS OF LEARNING PROBLEMS/STYLE/OBJECTIVES/INTEREST	-----	-----------	-----------
DISCUSSES WITH STUDENTS TO IDENT GRP EXPECTATIONS FOR PRES	-----		
DISCUSSES WITH STUDENT TO ASCERTAIN IF PROBLEM	-----		
LISTENS TO STUDENT TO UNDERSTAND PROBLEM	-----		
DISCUSSES WITH STUDENT TO IDENT CURRENT PEER/FAMILY RELATS	-----		
LISTENS TO PARENT TO UNDERSTAND PARENT CONCERNS	-----		
DISCUSSES WITH PARENT/STUDENT TO POINT OUT STUDENT CONCERNS	-----		
DISCUSSES DIFFS W PARENT/STUDENT TO RESOLVE POSSIBLE CONFLICT	-----		
PROBES STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
CONVERSES WITH STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
DISCUSSES WITH STUDENT TO REVIEW PAST LRNG & PROBS IN AREA	-----		
DISCUSSES WITH STUDENT TO IDENT IMPLIC OF PAST FOR PRES	-----		
DISCUSSES WITH STUDENT TO EXPLAIN IDEA OF LRNG PREFERENCE	-----		
LISTENS TO STUDENT FEEDBACK TO IDENT PROBS W CURRENT LRNG ACT	-----		
DISCUSSES WITH STUDENT TO IDENT STUD LRNG PREFERENCE	-----		
ADMINISTERS PRE-TEST TO COLLECT BASE LEVEL DATA ON OBJ	-----		
ADMINISTERS TESTS TO STUDENT TO TEST STUDENT LEARNING STYLE	-----		
ANALYZES MISTAKES TO IDENTIFY NEED FOR TUTORIAL HELP	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN HANDLING MATERS	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN UNDERSTANDING	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN PERF ACTIVS	-----		
OBSERVES GROUP LEARNING PROCESS TO GATHER DATA FOR OBSERVATIONS	-----		
ANALYZES GROUP PROCESS TO EVALUATE RESOURCE UTILIZATION	-----		
ANALYZES GROUP PROCESS TO EVALUATE INTERPERSONAL RELATIONS	-----		
ANALYZES GROUP PROCESS TO EVAL AGREEMENT ON COMMON GOAL	-----		
ANALYZES GROUP PROCESS TO EVAL PROBLEM SOLVING PROCESS	-----		
ANALYZES GROUP PROCESS TO EVAL AMOUNT/TYPE OF AFFECT	-----		
ANALYZES GROUP PROCESS TO EVAL SUCCESS IN WORKING TO GOAL	-----		

8. UTILIZATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
QUESTIONS STUDENTS TO IDENT WHAT STUD DOES UNDERSTAND	-----		
QUESTIONS STUDENTS TO IDENT PARAMETERS OF LRNG PROB	-----		
ASKS STUDENTS QUESTIONS TO PROBE UNDERSTANDINGS/PROBLEMS	-----		
ANALYZES PARENT/STUDENT DIFFERENCES TO RESOLVE POSSIBLE CONFLICT	-----		
MAKES SUGGESTIONS TO STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
ANALYZES WITH STUDENT TO NARROW INTER BASED ON PAST/PRES	-----		
ANALYZES WITH STUDENT TO NARROW BROAD OBJECTIVES	-----		
EVALUATES BEHAVIORAL OBJS W STUDENT TO SELECT OBJS OF IMMED INTER	-----		
INSTRUCTS STUDENT TO EXPLAIN HIS LEARNING STYLE	-----		
ASKS STUDENTS QUESTIONS TO PROBE PROBLEMS/UNDERSTANDINGS	-----		
ANALYZES GROUP PROCESS TO EVAL SUPPORTIVENESS OF MEMBERS	-----		
READS STUDENT RECORDS TO IDENT SIMILAR PAST LRNG PROBS	-----		
READS STUDENT RECORDS TO IDENT PAST LRNG SUCCESSES	-----		
READS STUDENT RECORDS TO IDENT LEARNING STYLE	-----		
READS STUDENT RECORDS TO IDENT AFFECTIVE FACTORS	-----		
READS STUDENT RECORDS TO IDENTIFY RELATIVE EDUC ACHIEVE	-----		
READS STUDENT RECORDS TO IDENT SOCIAL/ETHNIC DIFFERENCE	-----		
READS STUDENT RECORDS TO IDENTIFY INTEREST/ATTITUDE	-----		
READS STUDENT RECORDS TO IDENTIFY PAST LEARNING IN AREA	-----		
READS STUDENT RECORDS TO IDENT LRNG DIFFICULTIES IN AREA	-----		
READS TEST RESULTS TO ANALYZE STUDENT LEARNING STYLE	-----		
8.02 IDENTIFICATION/ARRANGEMENT OF LEARNING STRATEGIES	-----	-----------	----------
DISCUSSES WITH STUDENT TO IDENT STUD IDEAS FOR LRNG ACTIV	-----		
DISCUSSES WITH STUDENT TO RECOMMEND TUTOR TO SOLVE PROB	-----		
COMBINES DIFFERENT ACTIVS TO GENERATE NEW SETS OF ACTIVS	-----		
SPEAKS TO STUDENT TO PRESCRIBE REMEDIAL LRNG ACTIVS	-----		
SPEAKS TO STUDENT TO SUGGEST RECYCLE THROUGH PROCESS	-----		
ANALYZES WITH STUDENT TO DEVELOP LEARNING SEQ FOR OBJ	-----		
ANALYZES LEARNING ACTIVS TO IDENT HUMAN/MEDIA MIX	-----		
ANALYZES LEARNING ACTIVS TO IDENT INDIV/GROUP MIX	-----		
COMPARES ACTIVS/LEARNING STYLE TO IDENTIFY MATCHES	-----		
SPEAKS TO STUDS PERF LRNG ACTIVS TO ASCERTAIN OBJS AND ACTIVS	-----		
SPEAKS TO STUDS PERF LRNG ACTIVS TO ASCERTAIN POSSIB ROLE FOR SELF	-----		
8.03 PREPARATION FOR LEARNING ACTIVITIES			
READIES MATS AND EQUIPMENT IN LAB TO PREPARE FOR STUDENT USE	-----		
TRAVELS TO SCHOOL TO BE AVAILABLE TO STUDENTS	-----		

8. UTILIZATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
8.04 FACILITATION OF STUDENT LEARNING	-----	-----------	-----------
TALKS WITH STUDENT TO ASSIST WITH PROBLEMS	-----		
TALKS WITH STUDENT TO TRY OUT TUTORIAL STRATEGY	-----		
TALKS WITH STUDENTS TO TRY OUT SECOND STRATEGY	-----		
DISCUSSES WITH STUDENT TO REVIEW OBJECTIVES OF LA	-----		
LISTENS TO STUDENT TO ANSWER QUES ON USE OF LRNG ACTIV	-----		
DISCUSSES WITH STUDENT TO ENCOURAGE INTEREST IN LRNG ACTIV	-----		
DISCUSSES WITH STUDENTS TO ASK STUDENTS QUESTIONS	-----		
LISTENS TO STUDENTS TO RESPOND TO STUDENT QUESTIONS	-----		
DISCUSSES WITH STUDENT TO SOLVE PROBLEM IF SIMPLE	-----		
LISTENS TO STUDENTS TO LEARN IF THEY NEED/WANT HELP	-----		
LISTENS TO STUDENT QUESTIONS TO CARRY OUT POSITIVE RESP	-----		
DISCUSSES WITH STUDENTS TO PHRASE QUESTIONS IN OTHER WAYS	-----		
DISCUSSES WITH STUDENTS TO INDICATE FURTHER RESOURCES	-----		
LISTENS TO STUDENTS TO LEARN WHEN NO LONGER NEEDED	-----		
DISCUSSES WITH GROUP TO SUGGEST ANALYSIS OF PROCESS	-----		
LISTENS TO STUDENTS TO HEAR STUD PERCEPT OF LRNG PROB	-----		
OBSERVES STUDENTS USING DICTAPHONE TO ASSIST IF NEEDED	-----		
OBSERVES STUDENTS TO ASSIST WITH PROBLEMS	-----		
OBSERVES STUDENTS USING AUTOTUTOR TO ASSIST IF NEEDED	-----		
SPEAKS TO STUDENTS TO EXPLAIN IMPORTANCE OF OBJECTIVES	-----		
SPEAKS TO STUDENTS TO EXPLAIN SPECIAL MEDIA TECHNIQUES	-----		
SPEAKS TO STUDENTS TO RESPOND TO STUDENT QUESTIONS	-----		
LISTENS/LOOKS/PERFORMS W STUDENTS TO PARTICIPATE IN LRNG ACTIV	-----		
SPEAKS TO GROUP TO MAKE PROCESS INTERVENTION	-----		
ADVISES STUDENTS TO ASSIST IN TEACHING W MEDIA	-----		
SPEAKS TO STUDENT TO EXPLAIN IN NEW WAY	-----		
SPEAKS TO STUDENT TO ANSWER QUESTIONS	-----		
SPEAKS TO STUDENTS TO INDICATE ACCEPT OF NEGAT RESP	-----		
RESPONDS TO STUDENT TO ENCOURAGE LEARNING INTERESTS	-----		
8.05 PRESENTATION OF INFORMATION	-----	-----------	-----------
SCHEDULES MEETING WITH DIRECTOR TO SHOW RAW PRESENTATION	-----		
SCHEDULES MEETING WITH WRITER TO SHOW RAW PRESENTATION	-----		
OPERATES MEDIA EQUIPMENT TO PRESENT INFORMATION	-----		
OPERATES SLIDE PROJECTOR TO SHOW RAW PRESENTATION TO CLIENT	-----		
OPERATES EQUIPMENT TO VIEW MULTISCREEN PRESENTATION	-----		
READS SCRIPT AND SHOWS SLIDES TO SHOW RAW PRESENTATION TO CLIENT	-----		
INSTRUCTS STUDENTS TO EXPLAIN CONCEPT/INFORMATION	-----		

8. UTILIZATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
PERFORMS ACTIVITY TO DEMONSTRATE ACTIVITY	-----		
SPEAKS TO GROUP TO PROVIDE INPUT WHERE APPROPRIATE	-----		
SPEAKS TO STUDENTS TO PRESENT LECTURE INFORMATION	-----		
8.06 EVALUATION OF LEARNING EXPERIENCE			
LISTENS TO FEEDBACK FR STUDENT TO IDENT ACTIV PROBS NOT SOLVED	-----	-----------	-----------
OBSERVES STUDENTS IN LAB TO ENSURE COMPLETION OF ASSIGNMENT	-----		
ADMINISTERS POST-TEST TO ASCERTAIN STUDENT LEARNING	-----		
ADMINISTERS MEDIA SKILLS TEST TO EVALUATE STUDENT PERFORMANCE	-----		
ANALYZES STUDENT RESPONSES TO DETERMINE SUCCESS OF STRATEGY	-----		
ANALYZES QUESTION ANSWERS TO EVALUATE STUDENT UNDERSTANDING	-----		
COMPARES PRE-AND POST-TESTS TO DETERMINE IF STUD MET OBJECTIVE	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

9. UTILIZATION-DISSEMINATION OUTCOMES. LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION-DISSEMINATION OUTCOMES. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED OUTCOME STATEMENTS WHICH YOU HAVE CHECKED.	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
9.01 IDENTIFICATION OF INFORMATION			
QUESTIONS CLIENT TO LIST AVAILABLE EXTANT MATERIALS	-----	-----------	-----------
INTERVIEWS CLIENT TO DEVELOP LIST OF SUBJECTS TAUGHT	-----		
TALKS TO EDUCATIONAL LEADERS TO ASSESS ATTITUDES TO EVALUATION	-----		
LISTENS TO VISITOR TO IDENTIFY QUESTIONS RE PROJECT	-----		
CONFERS WITH PRINCIPAL TO IDENTIFY PROJECT PROBLEMS	-----		
DISCUSSES WITH TEACHER TO IDENTIFY BEHAVIOR CHANGES	-----		
SPEAKS TO STUDENTS TO IDENTIFY OBJECTIVES OF PRESENTAT	-----		
ANALYZES CLIENTS OF CENTER TO DEFINE POTENTIAL AUDIENCE	-----		
READS FLYERS AND MAGAZINES TO IDENTIFY CURRICULUM MATERIALS	-----		
READS KEY EDUCATIONAL JOURNALS TO ASSESS ATTITUDES TO EVALUATION	-----		
READS RESEARCH LITERATURE TO IDENTIFY SIMILAR EVAL PROJECTS	-----		
OBSERVES TEACHING EPISODE TO IDENTIFY TEACHER BEHAVIOR	-----		
WRITES CAPABILITIES/INTERESTS RESUME TO IDENT CAPAB/INTER TO STUDENTS	-----		
READS TEACHER TRAINING MATERIALS TO IDENTIFY TARGET AUDIENCE	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY GEOGRAPHICAL AREAS	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY INSTITUTIONS	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY INDIVIDUALS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY TIME INSTITUTION NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY STAFF INSTITUTION NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY FACILS INSTIT NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY MATS INSTIT NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY SEQUENCE/CREDIT PROBS	-----		
EXAMINES INSTIT INFLUENCE PATTERNS TO IDENTIFY DISSEMINATION FLOW	-----		
READS LISTING OF LEARNING ACTIVS TO IDENT PREPCKGED ACTIVS IN SYST	-----		
READS LISTING TO IDENT LRNG ACTIVS RELAT TO OBJ	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
9.02 WRITING OF DISSEMINATION MATERIALS			
WRITES NOTICE TO PUBLICIZE TRAINING	-----	-----------	-----------
WRITES DESCRIPTION OF POSITION TO ADVERTISE THE VACANCY	-----		
WRITES NOTICE TO PUBLICIZE DECISION TO BUILD	-----		
WRITES CONFERENCE ROOM HANDBOOK TO DESCRIBE SCHEDULING PROCEDURES	-----		
WRITES ANNOTATION TO DESCRIBE MATERIAL	-----		
DEFINES MEDIA SERVICES AVAILABLE TO PREPARE FOR BROCHURE	-----		
GROUPS MEDIA SERVICES AVAILABLE TO PREPARE FOR BROCHURE	-----		
WRITES INSTRUCTION SHEET TO DESCRIBE EQUIPMENT OPERATION	-----		
WRITES INTRODUCTION TO MATERIALS TO DESCRIBE MATERIALS UTILIZATION	-----		
9.03 DISTRIBUTION OF INFORMATION			
MAILS COPY OF WORK ORDER TO INFORM INSTRUCTOR	-----	-----------	-----------
SORTS INCOMING MAIL TO DISTRIBUTE IN BOXES	-----		
CIRCULATES FLYERS TO INFORM STAFF OF NEW PRODUCTS	-----		
LISTS OPERATING FLAWS IN EQUIP TO INFORM REPAIR TECHNICIAN	-----		
WRITES NOTIFICATIONS TO INFORM TEACHER OF FILM ARRIVAL	-----		
DISTRIBUTES INFO TO GET INFORM TO EMPLOYEES	-----		
TRANSMITS REPORT TO FUNDING SOURCE TO DISSEMINATE RESEARCH FINDINGS	-----		
COLLATES PROJECT LITERATURE TO GIVE MATERIALS TO VISITOR	-----		
WRITES NOTICE TO PUBLICIZE DEMONSTRATION	-----		
COMPILES LIST OF RECOMMENDED EQUIP TO INFORM FIELD PERSONNEL	-----		
LISTS RECOMMENDED EQUIP PER UNIT TO INFORM FIELD PERSONNEL	-----		
LISTS RECOMMENDED MANUFACTURERS TO INFORM FIELD PERSONNEL	-----		
WRITES INSTRUCTIONS RE COLOR ETC TO INFORM PRODUCTION UNITS	-----		
WRITES MEMOS TO FIELD PERSONNEL TO INFORM ON PROGRESS OF COURSE	-----		
WRITES REPORT TO MANAGEMENT TO INFORM ON PROGRESS OF COURSE	-----		
ASSESSES COST BENEFITS OF TRAINING TO INFORM MANAGEMENT	-----		
TRANSLATES TECHNICAL LANGUAGE TO DESCRIBE PROJECT TO MGMT/CUST	-----		
WRITES REPORT ON PROJECT TO PRESENT PROGRESS TO MGMT/CUST	-----		
EDITS REPORT ON PROJECT TO DISSEMINATE FINDINGS	-----		
DEVELOPS NEW PROCEDURES TO ROUTE INFORMATION	-----		
WRITES FINAL REPORT ON PROJ TO DISSEMINATE FINDINGS	-----		
GIVES INSTRUCTIONS TO HAVE COPIES OF BROCHURE MAILED	-----		
CONDUCTS BRIEFINGS TO INFORM ON PROGRESS OF COURSE	-----		
WRITES SUMMARY OF DATA TO REPORT TO PRINCIPAL	-----		
DISTRIBUTES MESSAGES RECEIVED TO INFORM PROJECT STAFF	-----		
SENDS NOTIFICATION TO REQUESTOR TO INFORM OF DATE SCHEDULED	-----		
SENDS REACTIONS TO PRODUCERS TO INFORM PRODUCERS OF REACTIONS	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SENDS SUGGESTIONS TO DIRECTOR TO INFORM DIRECTOR OF NEEDS	-----		
SENDS SUGGESTIONS TO PRODUCERS TO INFORM PRODUCERS OF NEEDS	-----		
CIRCULATES INFORMATION TO INFORM ON MATERIALS & EQUIPMENT	-----		
READS PAPERS AT CONVENTIONS TO DISSEMINATE RESEARCH FINDINGS	-----		
9.04 DEMONSTRATION OF INSTRUCTIONAL SYSTEM COMPONENTS	-----	-----------	-----------
PLANS WORKSHOPS TO DEMONSTRATE AV SERVICES	-----		
DISCUSSES WITH AUDIENCE TO CLARIFY MEDIA PRINCIPLES USED	-----		
CODES TEACHING BEHAVIOR TO PROVIDE MODEL OF BEHAVIOR	-----		
CODES TEACHING BEHAVIOR TO PROVIDE MODEL OF NEW BEHAVIOR	-----		
ANALYSES COST EFFECTIVENESS TO DEMONSTRATE ADVANTAGES OF ITV	-----		
EXPOSES CONTACT PRINTS IN FRAME TO DEMONSTRATE EXPOSURE	-----		
DEVELOPS CONTACT PRINTS TO DEMONSTRATE DEVELOPMENT	-----		
DEVELOPS FILM TO DEMONSTRATE FILM DEVELOPMENT	-----		
OPERATES INSTAMATIC MOVIE CAMERA TO DEMONSTRATE TO STUDENTS	-----		
DIRECTS PRODUCTION OF VIDEOTAPE TO PROVIDE MODEL FOR CRITIQUE	-----		
DESIGNS ART KIT TO DEMONSTRATE TECHNICAL DETAILS	-----		
OPERATES SLIDE PROJECTOR TO SHOW EXEMPLARY SLIDES	-----		
OPERATES OVERHEAD PROJECTOR TO SHOW MATRICES AND CODING	-----		
OPERATES AUDIO TAPE RECORDER TO PLAYBACK CLASSROOM DIALOGS	-----		
OPERATES VIDEOTAPE RECORDER TO SHOW TEACH/RETEACH TO STUDENTS	-----		
OPERATES MOVIE PROJECTOR TO SHOW EXEMPLARY MOVIES	-----		
DEMOS SUPER 8 PROJ OPERATION TO INSTRUCT IN USE	-----		
DEMOS MOVIE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS TAPE RECORDER OPERATION TO INSTRUCT IN USE	-----		
DEMOS DRYMOUNT PROCESS OPERATION TO INSTRUCT IN USE	-----		
DEMOS SLIDE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS OVERHEAD PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS 8 MM MOVIE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS FILM STRIP PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS VIDEOTAPE RECORDER OPERATION TO INSTRUCT IN USE	-----		
EXPLAINS SUPER 8 PROJECTOR TO DEMONSTRATE SUPER 8 OPERATION	-----		
ROLE PLAYS TEACHER IN CLASS TO DEMONSTRATE TEACHER BEHAVIOR	-----		
GIVES MULTI MEDIA PRESENTATION TO DEMONSTRATE USE OF MEDIA	-----		
9.05 DISCUSSION (TWO WAY INTERACTION)	-----	-----------	-----------
USES TELEPHONE TO ANSWER QUESTIONS	-----		
CONVERSES WITH SUPERVISOR TO DISCUSS REPAIR	-----		
DISCUSSES WITH CLIENT GROUP TO ANSWER QUESTIONS RE EVALUATION	-----		
DISCUSSES WITH STUDENTS TO CLARIFY CODING DISAGREEMENTS	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DISCUSSES MICRO-TEACHING PRINCIPLES TO PREPARE TEACHER FOR TAPING	-----		
DISCUSSES WITH STUDENTS TO CLARIFY ISSUES	-----		
TALKS WITH VISITOR TO GET AQUAINTED/DISCOVER NEEDS	-----		
DISCUSSES WITH VISITOR TO ANSWER QUESTIONS RE PROJECT	-----		
DISCUSSES WITH VISITOR TO IDENTIFY CHARACTERISTIC ACTIVITES	-----		
DISCUSSES WITH VISITOR TO INDICATE ACTS ANSWERING QUESTIONS	-----		
LISTENS TO VISITOR/STUD/TCHR DISC TO PROVIDE HELP IF NEEDED	-----		
DISCUSSES WITH VISITOR TO SUMMARIZE PROJECT	-----		
DISCUSSES WITH VISITOR TO THANK FOR INTEREST IN PROJECT	-----		
DISCUSSES WITH STUDENTS TO CLARIFY MEDIA PRINCIPLES	-----		
DISCUSSES WITH STUDENT TO EXPLAIN DIFFERENT ACTIVS	-----		
CRITIQUES VIDEOTAPE WITH TEACHER TO POINT OUT TEACHING BEHAVIOR	-----		
OBSERVES TEACHER RETEACHING TO IDENTIFY CHANGES IN BEHAVIOR	-----		
CONDUCTS SEMINAR TO ENCOURAGE DISCUSSION	-----		
9.06 TEACHING (FORMAL INTERACTION)			
DESIGNS CONFERENCE TO INFORM MANAGEMENT OF CHANGES	-----	----------	----------
GIVES INSTRUCTIONS TO STUDENTS TO ORIENT THEM TO PILOT TEST	-----		
DISCUSSES WITH STUDENTS TO CLARIFY ELEMENTS OF COMPOSITION	-----		
DISCUSSES WITH STUDENTS TO CLARIFY LENSES/SETTING DECISIONS	-----		
SUPERVISES USE OF INSTAMATIC TO PROVIDE EXPERIENCE IN PHOTOGRAPHY	-----		
DISCUSSES INSTAMATIC PICTURES TO CLARIFY COMPOSITION/SETTING	-----		
DISCUSSES WITH TEACHER TO SUGGEST BEHAVIOR IMPROVEMENTS	-----		
SPEAKS TO MGMT AND CUSTOMER TO PRESENT PROJECT PROGRESS	-----		
SUPERVISES TRAINING CONFERENCES TO TEACH NEW TEACHER BEHAVIORS	-----		
DESIGNS COURSE TO INSTRUCT IN VISUAL COMMUNICS.	-----		
OPERATES SLIDE PROJECTOR TO MAKE PRESENTATION ON PROJECT	-----		
GIVES DIRECTIONS TO STUDENTS TO ASSIST IN EQUIPMENT OPERATION	-----		
GIVES LECTURES TO INFORM ON LIBRARY PROCEDURES	-----		
GIVES LECTURES TO INFORM ON CAI PROGRAMING	-----		
GIVES LECTURES TO INFORM ON LANG LAB OPERATION	-----		
ADVISES STUDENTS TO INFORM ON GRAPHICS TECHNIQUES	-----		
TEACHES OVER CCTV TO INSTRUCT IN MEDIA PRODUCTION	-----		
ADVISES STUDENTS TO ASSIST IN MAKING MOVIE	-----		
ADVISES STUDENTS TO ASSIST IN MULTI-MEDIA PRESENS	-----		
TEACHES OVER CCTV TO INSTRUCT IN GRAPHICS TECHNIQUE	-----		
ADMINISTERS PRE AND POST TESTS TO TEACH THRU REINFORCEMENT	-----		
SHOWS HOW TO OPERATE AUTOTUTOR TO INFORM AIDES OF OPERATION	-----		
SHOWS HOW TO REPLACE BULBS TO INFORM AIDES OF OPERATION	-----		
EXPLAINS OPERATION OF EDEX CONSOLE TO INFORM INSTRUCTOR	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TEACHES PREVENTIVE MAINTENANCE TO INFORM REPAIRMEN	-----		
SHOWS HOW TO OPERATE DICTAPHONE TO INSTRUCT STUDENTS	-----		
DEMONSTRATES EQUIPMENT OPERATION TO TRAIN STUDENT WORKERS	-----		
DESCRIBES PROCESS OF CODING TO TEACH HOW TO CODE	-----		
DESCRIBES MICROTEACHING TO INFORM STUDENT TEACHERS	-----		
EXPLAINS PROJECT TO STAFF TO TRAIN STAFF	-----		
EXPLAINS TASKS TO BE DONE TO TRAIN STAFF	-----		
DESCRIBES MAGER'S APPROACH TO TEACH BEHAVIORAL OBJECTIVES	-----		
CONDUCTS BRIEFING TO INFORM MANAGEMENT OF CHANGES	-----		
ENCOURAGES WRITING OF OBJECTIVES TO TEACH THRU ACTIVE LEARNING	-----		
ENCOURAGES WRITING OF TESTS TO TEACH THRU ACTIVE LEARNING	-----		
9.07 EXPLANATION (INFORMAL INTERACTION)			
WRITES DATE AND NAME ON CARD TO INFORM REQUESTOR	-----	-----------	-----------
USES TELEPHONE TO ANSWER ROUTINE QUESTIONS	-----		
CONVERSES WITH ASSISTANTS TO ADVISE ON REPAIRS	-----		
TALKS WITH TEACHER TO INFORM OF PROCEDURE	-----		
DISCUSSES WITH TEACHER TO EXPLAIN REFERENCES SOURCES	-----		
SPEAKS TO VISITOR OR SUPERIOR TO RECEIVE REQUEST FOR INFORMATION	-----		
CALLS PRODUCERS TO INFORM OF MISTAKES IN PRODUCT	-----		
CALLS COLLEAGUES TO INFORM OF STAFF NEEDS	-----		
CALLS PLACEMENT AGENCY TO INFORM OF STAFF NEEDS	-----		
SPEAKS TO TECHNICAL WORKERS TO INFORM OF DEADLINES	-----		
DISCUSSES WITH CLIENT GROUP TO EMPHASIZE NON-THREATENING EVAL	-----		
TALKS WITH TALENT TO INFORM OF PROCEDURE	-----		
TALKS TO MICRO-CLASS TO PREPARE FOR MICRO-LESSON	-----		
DISCUSSES WITH STUDENT TO EXPLAIN LOGISTIC ASPECTS OF LA	-----		
DISCUSSES WITH STUDENT TO EXPLAIN UNIQUE COMPONENTS OF LA	-----		
DISCUSSES WITH STUDENT TO EXPLAIN ASSESSMENT PROCEDURES	-----		
DISCUSSES WITH STUDENT TO EXPLAIN HANDLING OF MATERIALS	-----		
SPEAKS TO STUDENT TO IDENTIFY OBJECTIVES NOT MET	-----		
DISCUSSES WITH STUDENT/PARENT TO EXPLAIN STUDENT PROGRESS	-----		
DISCUSSES WITH TEACHER TO EXPLAIN STUD BEHAV NOT BEING MET	-----		
DISCUSSES WITH TEACHER TO EXPLAIN TCHR BEHAV CAUSING PROB	-----		
CONFERS WITH PRINCIPAL TO EXPLAIN SUGGESTIONS MADE TO TCHR	-----		
DISCUSSES WITH TEACHER TO MAKE FURTHER SUGGESTIONS	-----		
DISCUSSES WITH PRODUCT PLANNERS TO INFORM OF EDUCATIONAL NEEDS	-----		
SPEAKS TO TECHNICAL WORKERS TO EXPLAIN PERT CHART	-----		
SPEAKS TO STUDENT TO EXPLAIN POST-TEST	-----		
SPEAKS TO TEACHER TO RECEIVE REQUEST TO CONSULT	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SPEAKS TO ARCHITECTS IN PERSON TO EXPLAIN FACILITIES NEEDS	-----		
DRIVES VISITOR TO SCHOOL TO SHOW PROJECT IN OPERATION	-----		
INSTRUCTS GROUP TO EXPLAIN FACILITATOR ROLE	-----		
INSTRUCTS GROUP TO EXPLAIN CONTENT/PROCESS DIFF	-----		
ADVISES STUDENTS TO INFORM ON COURSES TO TAKE	-----		
DISCUSSES WITH TEACHERS TO INFORM ON MATERIALS & EQUIPMENT	-----		
INSTRUCTS CLIENT GROUP TO EXPLAIN PURPOSES OF EVALUATION	-----		
INSTRUCTS CLIENT GROUP TO EXPLAIN ROLE OF EVALUATOR	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE PROBLEMS IN PROCESS	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE CHANGED CONCEPTS OF INST.	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE EFFECTS ON CURRICULUM	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE NEW ROLE OF TESTING	-----		
INSTRUCTS VISITOR TO DESCRIBE LAYOUT OF CLASSROOM	-----		
SERVES ON COMMITTEES TO DISSEMINATE INFORMATION ON MEDIA	-----		
INSTRUCTS TEACHER TO SUGGEST ALTERNATIVE BEHAVIORS	-----		
INSTRUCTS PRINCIPAL TO EXPLAIN USE OF PROJECT MATERIAL	-----		
ADVISES TEACHERS TO INFORM OF MATERIALS AVAILABLE	-----		
ADVISES ON FILM MAKING TECHNIQUES TO INFORM FIELD PERSONNEL	-----		
9.08 PROMOTION	-----	----------	----------
WRITES NOTICE TO PUBLICIZE SEMINAR	-----		
WRITES ANNOUNCEMENTS TO PUBLICIZE COURSE	-----		
DISCUSSES W. MANAGEMENT TO ENCOURAGE PURCHASE OF EQUIPMENT	-----		
TALKS WITH VISITORS TO DESCRIBE SERVICES AVAILABLE	-----		
TALKS WITH VISITORS TO DESCRIBE CATALOGING SYSTEM	-----		
TALKS WITH VISITORS TO ASSIST IN LOCATING MATERIALS	-----		
SPEAKS WITH OTHER INSTITS TO OPERATIONALIZE DISSEM PLAN	-----		
LISTENS TO TEACHER TO ENCOURAGE SUGGESTED ALTERNATIVES	-----		
CONFERS WITH PRINCIPAL TO EXPLAIN HOW HE CAN HELP TEACHER	-----		
DESIGNS BRIEFINGS TO DESCRIBE CENTER OPERATION	-----		
WRITES BROCHURE TO DESCRIBE PROPOSED PROGRAM	-----		
GIVES MULT MEDIA PRESENTATION TO INFORM ON AV SERVICES	-----		
CONDUCTS BRIEFINGS TO DESCRIBE CENTER OPERATION	-----		
IDENTIFIES COMPANY PRODUCTS TO INFORM EDUCATORS	-----		
ANALYZES METHODS OF INVOLVEMENT TO INVOLVE INSTITUTION IN PROCESS	-----		
ANALYZES METHODS OF INVOLVEMENT TO INVOLVE INDIVIDUALS IN PROCESS	-----		
DISCUSSES WITH VISITOR TO EXPLAIN PROJECT	-----		
INSTRUCTS VISITOR TO SUMMARIZE PROJECT CHARACTERISTICS	-----		
OBSERVES CLASS W VISITOR TO SEE PROJECT IN ACTION	-----		
ADVISES OUTSIDE PERSONNEL TO IMPROVE USE OF TV TECHNICQUES	-----		

9. UTILIZATION-DISSEMINATION OUTCOMES.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ADVISES OUTSIDE PERSONNEL TO IMPROVE TRAINING CENTER DESIGN	-----		
9.09 KEEPING SELF INFORMED/DEVELOPMENT OF PROFESSIONAL STATUS			
WRITES TO AGENCY TO REQUEST GUIDELINES FOR PROPOSAL	-----		
WRITES LETTERS TO MANUFS TO REQUEST CATALOGS	-----		
READS WORK PLANS TO INFORM OF WORK IN PROGRESS	-----		
REVIEWS WORK IN PROGRESS TO KEEP SELF INFORMED	-----		
DISCUSSES WITH SALESMEN TO BECOME INFORMED OF NEW PRODUCTS	-----		
DISCUSSES WITH SALESMEN TO INFORM ON COMPANY PRODUCTS	-----		
DISCUSSES WITH COLLEAGUES TO UNDERSTAND ISSUES IN FIELD	-----		
DISCUSSES WITH COLLEAGUES TO IDENTIFY BETTER JOBS IN FIELD	-----		
MAINTAINS FILE OF NEW EQUIPMENT TO KEEP INFORMED ON TECHNOLOGY	-----		
READS CURRICULUM MATERIALS TO INFORM OF MATERIALS AVAILABLE	-----		
MAKES FIELD TRIPS TO OBSERVE NEW HARDWARE SYSTEMS	-----		
ATTENDS CONVENTIONS TO DEVELOP PROFESSIONAL CONTACTS	-----		

LIST ANY OTHER TASKS PERFORMED FOR THESE OUTCOMES: -

4. Advanced Level Inventory

a. Organization of data.

Since at this level the worker is working primarily from overall Purposes, the task statements are grouped according to the Purpose statements. These, in turn, are arranged according to the DIT Functions which they serve.

Purposes are numbered sequentially within the DIT functions, e.g., 1.01 To set goals/policy of training center. Headings are real data i.e., data gathered from interviews with workers on the job, as opposed to the headings of the Outcome groupings at the Middle Level which are simply convenient labels given to a group of Outcomes with something in common. All tasks, at all levels of complexity are included in this inventory.

b. Directions for filling out the inventory.

At this level the worker is asked to check all Purposes for which he is responsible and within each checked purpose check all task statements which he performs in his job. However, he is asked to rate Time Spent and Importance to Job for only those Purposes which he performs and not for each individual task. This is because at this level the worker is accustomed to thinking in terms of overall Purposes and would have less difficulty in assessing purposes. Furthermore, rating of Activities and Outcomes would not provide useful information at this level. (See instruction sheet attached to inventory.)

c. Advanced Level Inventory Listings.

(See following pages.)

TASK INVENTORY

ADVANCED LEVEL

The following is a listing of tasks performed in the instructional media field. They are grouped according to the Purposes they serve. Please fill in the background information section at the bottom of this page, then complete the inventory as follows:

(1) Read underlined Purpose statement 1.01. If you are not responsible for that Purpose, skip to Purpose 1.02. If you are responsible for it, place a check mark in the CHECK column, and then check each task listed below it that you do.

(2) Follow this procedure for each Purpose statement. At the end of each Function, write in all Purposes and tasks you do for that Function which are not listed.

(3) When you have finished, turn back to the first page of the inventory. Now rate TIME SPENT and IMPORTANCE TO JOB for each of the Purpose statements which you have checked. The five-point scales for each of these categories are listed at the beginning of each Function. Be sure to rate every Purpose you checked or wrote in.

NOTE: This is only a partial listing of tasks performed. It may be you are responsible for some of the Purposes listed, but not in the specific location described here. For example, the first Purpose statement in the inventory is "To set goals/policy of training center." You may be responsible for setting goals/policy for a production unit or service unit and not for a training center. In that case, please cross out the inappropriate words and write in the specific location where you perform the tasks; fill in TIME SPENT and IMPORTANCE TO JOB in the same way as above.

(Last Name) (First Name)

(Job Title)

(Location)

1. **ORGANIZATION MANAGEMENT FUNCTION.** LISTED BELOW ARE TASKS PERFORMED IN THE ORGANIZATION MANAGEMENT FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
1.01 TO SET GOALS/POLICY OF TRAINING CENTER	-----	-----------	-----------
DESIGNS ORGANIZATIONAL RATIONALE TO IMPROVE ORGANIZATION	-----		
WRITES SUPPORTING PAPER TO DESCRIBE ORGANIZATIONAL RATIONALE	-----		
SERVES ON COMMITTEE TO IMPROVE ORGANIZATION	-----		
CONDUCTS STAFF MEETINGS TO WORK ON LONG-RANGE GOALS	-----		
DESIGNS LONG RANGE PLANS TO ANTICIPATE FUTURE GROWTH	-----		
DESIGNS CONFERENCE TO INFORM MANAGEMENT OF CHANGES	-----		
CONDUCTS BRIEFING TO INFORM MANAGEMENT OF CHANGES	-----		
DEVELOPS CONCEPTUAL MODEL TO DESIGN BASIC INSTRUCTOR COURSE	-----		
DEVELOPS CONCEPTUAL MODELS TO COMMUNICATE COMPLEX CONCEPTS	-----		
WORKS WITH STAFF ON PROJECTS TO CROSS FERTILIZE WORK	-----		
1.02 TO ORGANIZE AND REORGANIZE ORGANIZATION STRUCTURE TO MEET GOALS	-----	-----------	-----------
READS ORGANIZATION CHARTER TO IDENTIFY ORGANIZATION GOALS	-----		
TRANSLATES GOALS TO IDENTIFY BROAD OBJECTIVES	-----		
SPEAKS TO COLLEAGUES TO EVALUATE BROAD OBJECTIVES	-----		
WRITES PAPER TO IDENTIFY NEW BROAD OBJECTIVES	-----		
TRANSLATES OBJECTIVES TO FORMULATE ORGAN. FUNCTIONS	-----		
CONFERS WITH COLLEAGUES TO EVAL. APPROPRIATENESS OF FUNCTS	-----		
ANALYZES RELATIONS BETWEEN FUNCTS TO DEVELOP FUNCTIONAL MATRIX	-----		
CONFERS WITH COLLEAGUES TO EVAL. INCLUSIVENESS OF MATRIX	-----		
WRITES PAPER TO REVISE FUNCTIONAL MATRIX	-----		
TRANSLATES FUNCTIONAL MATRIX TO IDENTIFY NEEDED STRUCTURES	-----		
ANALYZES CURRENT STRUCTURES TO COMPARE WITH NEEDED STRUCTURES	-----		
ANALYZES CURRENT STRUCTURES TO DETERMINE WEAKNESSES	-----		
FORMULATES ORGANIZATIONAL STRATS TO OVERCOME WEAKNESSES	-----		
TRANSLATES STRATEGIES TO DEFINE NEW STRUCTURES/OPERATIONS	-----		
ANALYZES NEW STRUCTURES/OPERATIONS TO EVAL IF FACILITATE FUNCTIONS	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TRANSLATES NEW STRUCTURES/OPERATION TO FORMULATE NEW STRUCTURE MATRIX	-----		
ANALYZES BUDGET TO DETERMINE STRUCTURE CONSTRAINTS	-----		
ANALYZES FACILITIES TO DETERMINE STRUCTURE CONSTRAINTS	-----		
ANALYZES STAFF INTERESTS TO DETERMINE STRUCTURE CONSTRAINTS	-----		
REWRITES MATRIX TO INCLUDE CONSTRAINTS	-----		
COMPARES STRUCT & FUNCT MATRICES TO EVALUATE STRUCTURE MATRIX	-----		
CONFERS WITH COLLEAGUES TO EVALUATE STRUCTURE MATRIX	-----		
WRITES PAPER TO REVISE STRUCTURE MATRIX	-----		
READS MATRIX TO DEFINE RELATIONS BET. DIMENSIONS	-----		
ANALYZES RELATIONS AND FUNCTIONS TO DEFINE DUTIES OF PERSONNEL	-----		
ANALYZES RELATIONS AND FUNCTIONS TO DEFINE INTERACTION OF PERSONNEL	-----		
ANALYZES RELATIONS AND FUNCTIONS TO DEFINE LINES OF COMMUNICATION	-----		
WRITES PAPER TO EXPLAIN NEW STRUCTURE	-----		
CONFERS WITH COLLEAGUES TO EVALUATE NEW STRUCTURE	-----		
LISTENS TO FEEDBACK TO REVISE STRUCTURE	-----		
REWRITES PAPER TO REVISE STRUCTURE	-----		
SELECTS PERSONNEL TO FILL KEY POSITIONS IN STRUCTURE	-----		
1.03 TO PLAN IMC OPERATIONS FOR COMING YEAR	-----	----------	----------
ANALYZES SERVICE REQUESTS TO IDENTIFY SERVICE NEEDS	-----		
CALLS DEPARTMENTS TO CLARIFY SERVICE NEEDS	-----		
WRITES MEMO TO DEPARTMENTS TO CLARIFY SERVICE NEEDS	-----		
ANALYZES SERVICE NEEDS TO PROPOSE NEW SERVICE OPERATION	-----		
DISCUSSES WITH DEPARTMENTS TO PROPOSE NEW SERVICE OPERATION	-----		
1.04 TO COORDINATE FACILITIES PLANNING	-----	----------	----------
COUNTS NUMBER OF STAFF MEMBERS TO ASCERTAIN FACILITIES NEEDS	-----		
ANALYZES NO AND TYPE ACTIVITIES TO ASCERTAIN FACILITIES NEEDS	-----		
READS FLOORPLAN TO EXAMINE CURRENT FACILITIES	-----		
READS BUDGET TO DISCOVER FISCAL RESOURCES	-----		
EXAMINES WORK OF ORGANIZATION TO IDENTIFY HOW FACILITIES CAN HELP	-----		
EXAMINE STAFF COMMUNIC/INTERACTION TO IDENTIFY HOW FACILITIES CAN HELP	-----		
SYNTHESIZES FACTORS TO DEVELOP FACILITIES USE PLAN	-----		
NEGOTIATES WITH COLLEGE PLANNERS TO OBTAIN NEEDED SPACE ON CAMPUS	-----		
ANALYZES ON CAMPUS SPACE OBTAINED TO ASCERTAIN NEED FOR ADDIT SPACE	-----		
SPEAKS TO REALTORS TO SEEK ADDIT SPACE OFF CAMPUS	-----		
EXAMINES FACILITIES/MONEY RATIO TO SELECT BEST FACILITIES	-----		
ANALYZES ON/OFF CAMPUS SPACE TO ASCERTAIN NEED FOR ADDIT SPACE	-----		
TRANSLATES NEED FOR ADDIT SPACE TO DECIDE TO BUILD OWN FACILITIES	-----		
WRITES NOTICE TO PUBLICIZE DECISION TO BUILD	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
LISTENS TO ARCHITECTS WHO CALL TO EVALUATE ARCHITECTS' IDEAS	-----		
SELECTS THREE ARCHITECTS TO DISCUSS FACILITIES IN DEPT	-----		
SPEAKS TO ARCHITECTS IN PERSON TO EXPLAIN FACILITIES NEEDS	-----		
LISTENS TO ARCHITECTS TO EVALUATE PROPOSED DESIGNS	-----		
SELECTS BEST GENERAL PLAN TO HIRE ARCHITECT	-----		
EXPLAINS WORK OF ORGANIZATION TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS HOW FACILITIES AID WORK TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS COMMUNIC/INTERACTION NEEDS TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAINS SPECIAL NEEDS OF STAFF TO GIVE ARCHITECT DESIGN SPECIFS	-----		
EXPLAIN FINANCIAL CONTRAINTS TO GIVE ARCHITECT DESIGN SPECIFS	-----		
PERSUADES ARCHITECT TO MEET STAFF TO ENSURE STAFF INPUT	-----		
READS ARCHITECTS PLANS TO EVALUATE PROPOSED FACIL DESIGN	-----		
COMPARES PLANS AND NEEDS TO EVALUATE PROPOSED FACIL DESIGN	-----		
DISCUSSES PLANS WITH ARCHITECT TO SUGGEST REVISIONS IN PLANS	-----		
READS REVISED PLANS TO RE-EVALUATE PROPOSED DESIGN	-----		
COMPARES REVISED PLANS AND NEEDS TO RE-EVALUATE PROPOSED DESIGN	-----		
READS FINAL PLANS TO APPROVE PROPOSED FACIL DESIGN	-----		
READS ARCHITECT'S BUDGET TO ASCERTAIN PROPOSED COST	-----		
NEGOTIATES WITH ARCHITECT TO OBTAIN LOWER COST	-----		
NEGOTIATES WITH CHANCELLOR TO OBTAIN APPROVAL FOR FACILITIES	-----		
ANALYZES ORGANIZATION ACTIVITIES TO ASCERTAIN EQUIPMENT NEEDS	-----		
LISTENS TO STAFF TO ASCERTAIN EQUIPMENT NEEDS	-----		
READS CURRENT EQUIPMENT INVENTORY TO IDENTIFY EQUIPMENT ON HAND	-----		
COMPARES EQUIP ON HAND AND NEEDS TO IDENTIFY EQUIP TO BE BOUGHT	-----		
READS EQUIPMENT ORDER TO APPROVE FOR PURCHASE	-----		
1.05 TO PLAN/PROGRAMS/PROJECTS	-----		
READS PROJECT REPORTS TO IDENTIFY CURRENT WORK	-----		
DISCUSSES PROJECTS/$ WITH STAFF TO IDENTIFY FUTURE PRIORITIES	-----		
SPEAKS TO STAFF TO IDENTIFY PROJECT INTERESTS	-----		
SPEAKS TO COLLEAGUES TO BECOME INVOLVED IN NEW VENTURES	-----		
COMPARES INTERESTS W ORGAN PHILOS TO ENSURE COMPATIBILITY	-----		
READS NEWSLETTERS, $ STATEMENTS TO IDENTIFY POSSIBLE $ SOURCES	-----		
READS BUDGET TO IDENTIFY INTERNAL SUPPORT $	-----		
SYNTHESIZES DISCUSSION TO PROPOSE DEPT PROGRAMS/PROJECTS	-----		
WRITES PAPER TO PRESENT DEPT PROGRAMS/PROJECTS	-----		
TALKS WITH STAFF TO EVALUATE PROGS/PROJECTS PAPER	-----		
IDENTIFIES CONSTRAINTS ON PROGS TO DECIDE ON PROGRAM FEASIBILITY	-----		
SELECTS PROGRAMS/PROJECTS FOR DEPT TO PLAN WORK FOR YEAR	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.06 TO INITIATE FEDERALLY FUNDED PROJECT	-----	----------	----------
READS ASSIGNED OUTLINE TO CLARIFY GENERAL IDEA OF PROJECT	-----		
ASKS QUESTIONS TO CLARIFY GENERAL IDEA OF PROJECT	-----		
WRITES TO AGENCY TO REQUEST GUIDELINES FOR PROPOSAL	-----		
READS PREVIOUS PROPOSALS TO OBTAIN BACKGROUND INFORMATION	-----		
ANALYZES PROPOSAL GUIDELINES TO WRITE TEXT OF PROPOSAL	-----		
WRITES DRAFT PROPOSAL TO REQUEST FEDERAL FUNDS	-----		
REWRITES PROPOSAL TO ALIGN WITH UNIVERSITY INTEREST	-----		
ANALYZES STAFF NEEDS TO DETERMINE STAFF SALARY NEEDS	-----		
ANALYZES PAY SCHEDULES TO COMPUTE STAFF BUDGET	-----		
IDENTIFIES APPROP STAFF TO STAFF PROPOSED PROGRAM	-----		
ASSESSES EQUIPMENT NEEDS TO COMPUTE EQUIPMENT BUDGET	-----		
ASSESSES MATERIALS NEEDS TO COMPUTE MATERIALS BUDGET	-----		
OPERATES ADDING MACHINE TO COMPUTE TOTAL BUDGET	-----		
SUBMITS PROPOSAL TO CONTRACTS OFFICE TO ACQUIRE OVERHEAD FIGURES	-----		
WRITES UP BUDGET TO SUPPORT PROPOSAL	-----		
CIRCULATES PROPOSAL TO ACQUIRE APPROP SIGNATURES	-----		
SUBMITS PROPOSAL TO ADMINISTRATION TO APPROVE FOR SUBMISSION	-----		
DISCUSSES WITH OE PERSONNEL TO NEGOTIATE DETAILS OF CHANGES	-----		
WRITES BROCHURE TO DESCRIBE PROPOSED PROGRAM	-----		
1.07 TO FORMULATE POLICY FOR PROCEDURE & EQUIPMENT CHANGES IN CENTER	-----	----------	----------
ANALYZES BUDGET COMMITMENT TO DETERMINE COST CONSTRAINTS	-----		
ANALYZES PROGRAM COMMITMENT TO DETERMINE PROGRAM CONSTRAINTS	-----		
ANALYZES USAGE PROJECTIONS TO DETERMINE AV SERVICE NEEDS	-----		
ANALYZES PAST PERFORMANCE TO DETERMINE REVISIONS NEEDED	-----		
WEIGHS ALL CONSTRAINTS TO FORMULATE PLAN	-----		
RECOMMENDS PROCEDURE CHANGES TO MEET NEW POLICY	-----		
RECOMMENDS EQUIPMENT CHANGES TO MEET NEW POLICY	-----		
1.08 TO MONITOR AND CHANGE OPERATION OF CENTER	-----	----------	----------
DISCUSSES WITH COURSE WRITERS TO INCREASE COURSE ILLUSTRATIONS	-----		
READS WORK PLANS TO INFORM OF WORK IN PROGRESS	-----		
IDENTIFIES AREA OF WORK TO ANTICIPATE DEVELOPMENTS	-----		
CONCEPTUALIZES PLANS TO ANTICIPATE DEVELOPMENTS	-----		
RESEARCHES ELECTRONIC ILLUSTRATING TO COORDINATE PRODUCTION UNIT	-----		
DESIGNS LONG RANGE PLANS TO COORDINATE PRODUCTION UNIT	-----		
PROPOSES INFORMATION GATHERING TO PROVIDE MODELS FOR MANAGEMENT	-----		
DISCUSSES WITH TECHNICAL EXPERTS TO DESIGN NEW ORGANIZATIONAL MODEL	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DESIGNS NEW ORGANIZATIONAL MODEL TO IMPROVE ORGANIZATION	-----		
PERSUADES MANAGEMENT TO HIRE ADDITIONAL PERSONNEL	-----		
MAKES FIELD TRIPS TO OBSERVE NEW HARDWARE SYSTEMS	-----		
EVALUATES NEW EQUIPMENT TO ASSESS COMPATIBILITY	-----		
PERSUADES MANAGEMENT TO PURCHASE NEW HARDWARE	-----		
EVALUATES ORGANIZATIONAL STRUCTURE TO DETERMINE NEED FOR NEW MODEL	-----		
1.09 TO IMPROVE COMMUNICATIONS IN CENTER			
DESIGNS FORMAT TO STANDARDIZE PUBLICATIONS	-----	-----------	-----------
PROPOSES NEW DOCUMENTATION TO IMPROVE RESEARCH LIBRARY	-----		
DEVELOPS NEW PROCEDURES TO ROUTE INFORMATION	-----		
1.10 TO ADMINISTER TRAINING CENTER			
ASSESSES EXPENDITURES TO WRITE FINANCIAL PLAN	-----	-----------	-----------
JUSTIFIES EXPENDITURES TO ACQUIRE FUNDS FOR OPERATION	-----		
ASSESSES COST BENEFITS OF TRAINING TO INFORM MANAGEMENT	-----		
WRITES MEMOS TO MANAGEMENT TO ACQUIRE FUNDS FOR OPERATION	-----		
NEGOTIATES WITH MANAGEMENT TO ACQUIRE FUNDS FOR OPERATION	-----		
NEGOTIATES WITH MANAGEMENT TO INSTITUTE OPEN PURCHASE ACCOUNT	-----		
LISTENS TO STAFF DISCUSS PROBLEMS TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
ASKS QUESTIONS OF STAFF TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
MAKES DECISION ON ACTION TO RESOLVE ORGANIZATIONAL PROBLEMS	-----		
ASSESSES DRAFT TRAINING MATERIALS TO MAKE PRODUCTION DECISION	-----		
ROUTES INCOMING CORRESPONDENCE TO ASSIGN FOR ACTION	-----		
REVIEWS PURCHASE ORDERS TO APPROVE FOR PURCHASE	-----		
REVIEWS BILLS TO CERTIFY FOR PAYMENT	-----		
CONDUCTS STAFF MEETINGS TO TRANSMIT INFO TO STAFF	-----		
1.11 TO ADMINISTER/DIRECT PROJECT			
CONCEPTUALIZES IDEA FOR PROJECT TO MEET PROGRAM GOALS	-----	-----------	-----------
RE-READS CONTRACT TO DEFINE DESIRED OUTCOMES	-----		
ANALYZES GOALS OF PROJECT TO DEFINE NEEDED ACTIVITIES/PRODS	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN AMT TIME NEEDED	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN JOBS TO BE DONE	-----		
SPEAKS TO TECHNICAL WORKERS TO ASCERTAIN WORKERS NEEDED	-----		
ASSESSES COST RESTRAINTS TO DETERMINE LIMITS OF PROJECT	-----		
WRITES TENTATIVE WORK PLAN TO DESIGN PROJECT	-----		
ASSIGNS STAFF TO PROJECT TO MEET GOALS	-----		
ANALYZES RELATIONS OF ACTIVITIES TO DEVELOP PERT SCHEDULE	-----		
ANALYZES TIME FOR EACH ACTIVITY TO DEVELOP PERT SCHEDULE	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.14 TO DESIGN FINANCIAL STRUCTURE			
READS HISTORY OF ORGANIZATION TO IDENTIFY ORGANIZATION NEEDS	-----	------------	------------
READS BOARD REQUIREMENTS TO IDENTIFY ORGANIZATION NEEDS	-----		
READS FEDERAL PROJECT REQUIREMENTS TO IDENTIFY ORGANIZATION NEEDS	-----		
READS BOOKKEEPING DEPT PROCEDURES TO IDENTIFY ORGANIZATION NEEDS	-----		
ANALYZES HOW TO GET FINANCIAL INFO TO IDENTIFY ORGANIZATION NEEDS	-----		
ANALYZES DECISIONS BASED ON FINAN TO IDENTIFY ORGANIZATION NEEDS	-----		
ANALYZES NEEDED CONTROLS ON FINAN TO IDENTIFY ORGANIZATION NEEDS	-----		
SYNTHESIZES SEVERAL NEED FACTORS TO DEFINE STRUCT. PARAMETERS	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY STATE REGULATIONS	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY FEASIBLE STRUCTS.	-----		
DISCUSSES WITH AUDITOR TO IDENTIFY ACCEPTABLE STRUCTS.	-----		
ANALYZES ACCEPTABLE STRUCTURES TO MATCH WITH PARAMETERS	-----		
COMPARES STRUCT/PARAM MATCHES TO SELECT FINANCIAL STRUCTURE	-----		
1.15 TO ESTIMATE AV CENTER BUDGET			
ANALYZES PAST PERFORMANCE TO DETERMINE REVISIONS NEEDED	-----	------------	------------
ANALYZES CENTER INVENTORIES TO LIST STAFF, EQUIP & MATERIALS	-----		
ANALYZES PROGRAM PROJECTIONS TO DETERMINE ADDITIONS NEEDED	-----		
LISTS STAFF TIME AND RATES TO DETERMINE STAFF BUDGET	-----		
LISTS EQUIPMENT NEEDS AND COSTS TO DETERMINE EQUIPMENT BUDGET	-----		
LISTS MATERIALS NEEDS AND COSTS TO DETERMINE MATERIALS BUDGET	-----		
TOTALS COSTS TO DETERMINE TOTAL BUDGET	-----		
GIVES INSTRUCTIONS TO SECRETARY TO HAVE BUDGET TYPED	-----		
CHECKS TYPED BUDGET TO ENSURE CORRECT	-----		
1.16 TO PREPARE ANNUAL BUDGET			
READS STATE LEGAL REQUIREMENTS TO IDENTIFY BUDGETING CALENDAR	-----	------------	------------
WRITES MEMO TO SUBORDINATES TO REQUIRE BUDGET SUBMISSIONS	-----		
ANALYZES BUDGET SUBMISSIONS TO IDENTIFY OPERATIONAL REQUIRES.	-----		
ANALYZES BUDGET SUBMISSIONS TO IDENTIFY NEW PROGRAMS	-----		
COMPARES PAST & PRES. BUDGETS TO APPROVE/DISAPPROVE BUDGET	-----		
COMPARES BUDGET & PAST PERF. TO APPROVE/DISAPPROVE BUDGET	-----		
COMPILES SUB-BUDGETS TO DEVELOP BUDGET DRAFT	-----		
DISCUSSES WITH ADVISORY COMM TO EVAL. PROGRAM IMPROVEMENTS	-----		
INCORPORATES IMPROVEMENT IN BUDGET TO DEVELOP FINAL BUDGET	-----		
SENDS BUDGET TO CTY. SUPT. TO HAVE BUDGET EVALUATED	-----		
DISCUSSES BUDGET WITH CTY. SUPT. TO HAVE BUDGET EVALUATED	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ANALYZES PROJECT LIMITS TO DEVELOP PERT SCHEDULE	-----		
ASSIGNS COMPLETION DATES TO DESIGN PROJECT DEADLINES	-----		
WRITES CHART TO FORMALIZE PERT SCHEDULE	-----		
SPEAKS TO TECHNICAL WORKERS TO EXPLAIN PERT CHART	-----		
SPEAKS TO TECHNICAL WORKERS TO INFORM OF DEADLINES	-----		
SPEAKS TO TECHNICAL WORKERS TO REVIEW PROGRESS PERIODICALLY	-----		
OBSERVES STAFF WORK/PRODS TO EVALUATE WORK PERFORMED	-----		
LISTENS TO OUTSIDE INPUT TO IMPROVE PRODUCT	-----		
REVIEWS WORK IN PROGRESS TO KEEP SELF INFORMED	-----		
DISCUSSES W STAFF TO SOLVE PROBLEMS RE PRODUCT	-----		
COMPARES PROD/ACTS W GOALS TO EVALUATE PROJECT PERFORMANCE	-----		
ANALYZES PROBLEMS IN PROJECT TO PLAN CHANGES IN PROJ DIRECTION	-----		
MAKES DECISION TO TERMINATE PROJ TO MINIMIZE WASTED EFFORT	-----		
REVIEWS PROJECT PROGRESS TO PRESENT REPT TO MGMT/CUSTOMER	-----		
TRANSLATES TECHNICAL LANGUAGE TO DESCRIBE PROJECT TO MGMT/CUST	-----		
SPEAKS TO MGMT AND CUSTOMER TO PRESENT PROJECT PROGRESS	-----		
WRITES REPORT ON PROJECT TO PRESENT PROGRESS TO MGMT/CUST	-----		
COMPARES PROD/ACT W GOALS TO ASSURE QUALITY OF WORK	-----		
COMPARES PROD/ACT W GOALS TO SUGGEST IMPROVEMENTS	-----		
WRITES FINAL REPORT ON PROJ TO DISSEMINATE FINDINGS	-----		
EDITS REPORT ON PROJECT TO DISSEMINATE FINDINGS	-----		
1.12 TO ADMINISTER TRAINING COURSE	-----	----------	----------
WRITES ANNOUNCEMENTS TO PUBLICIZE COURSE	-----		
SCHEDULES CLASSROOMS TO RESERVE FOR COURSE	-----		
IDENTIFIES TEACHING PERSONNEL TO ASSIGN TO COURSE	-----		
DISCUSSES W. TEACHING PERSONNEL TO CLARIFY TEACHING ASSIGNMENTS	-----		
EVALUATES TEACHING TO ASSESS WORK OF TEACHING PERS	-----		
DISCUSSES W TEACHING PERSONNEL TO EVALUATE SUCCESS OF COURSE	-----		
1.13 TO DEVELOP MODEL FOR ECONOMIC ANALYSIS OF TRAINING	-----	----------	----------
RESEARCHES APPROACHES TO IDENTIFY MOST APPROPRIATE	-----		
ANALYZES COST FACTORS IN TRAINING TO DEVELOP LIST OF TRAINING COSTS	-----		
COMPARES EMPLOYEE WORTH TO COST TO COMPUTE RATIO OF TRAINING COSTS	-----		
DESIGNS SYSTEM TO DETERMINE VALUE OF TRAINING	-----		
ESTIMATES CHANGES IN TRAINING TO IMPROVE VALUE OF TRAINING	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
1.17 TO SUPERVISE COOPERATIVE PURCHASING			
MEETS WITH DIST PURCHASING AGENTS TO DETERMINE IF CHANGES IN POLICY	-----	-----------	-----------
SENDS ORDER FORMS TO DISTRICTS TO INITIATE PURCHASING CYCLE	-----		
RECEIVES FORMS FROM DISTRICT TO COMPILE COUNTY TOTALS	-----		
SUPERVISES ANALYSIS OF FORMS TO COMPILE COUNTY TOTALS	-----		
READS MAINTAINENCE REPORTS TO SELECT BRANDS OF AV EQUIP	-----		
READS NEW PRODUCT REPORTS TO SELECT BRANDS OF AV EQUIP	-----		
COMPARES DIFFERENT BRANDS TO SELECT BRANDS OF AV EQUIP	-----		
WRITES BID FORMS FOR CONTRACTORS TO OBTAIN BIDS ON EQUIPMENT	-----		
SUPERVISES SENDING OF BID FORMS TO OBTAIN BIDS ON EQUIPMENT	-----		
COMPILES BIDS FROM CONTRACTORS TO OBTAIN BIDS ON EQUIPMENT	-----		
OPENS BIDS IN PUBLIC TO OBTAIN BIDS ON EQUIPMENT	-----		
COMPARES BIDS TO SELECT EQUIP/MATS VENDORS	-----		
LAYS OUT SAMPLES TO SELECT EQUIP/MATS VENDORS	-----		
COMPARES SAMPLES TO SELECT EQUIP/MATS VENDORS	-----		
ANALYZES PRODUCT/COST RELATS TO SELECT EQUIP/MATS VENDORS	-----		
RECOMMENDS TO COMMITTEE TO SELECT EQUIP/MATS VENDORS	-----		
WRITES REPORT TO BD OF EDUCATION TO INDICATE VENDOR SELECTIONS	-----		
READS NOTIFICATION FROM BD TO APPROVE VENDOR SELECTIONS	-----		
SUPERVISES SECRETARY TO PREPARE PURCHASE ORDERS	-----		
SPECIFIES DELIV TIME/PLACE TO PREPARE PURCHASE ORDERS	-----		
SIGNS FORMS TO PREPARE PURCHASE ORDERS	-----		
CALLS WAREHOUSE TO RENT WAREHOUSE FOR STORAGE	-----		
CALLS PERSONNEL OFFICE TO HIRE SHIPPING PERSONNEL	-----		
SUPERVISES PERSONNEL TO RECEIVE EQUIP/MATS	-----		
SUPERVISES PERSONNEL TO STORE EQUIP/MATS	-----		
SUPERVISES PERSONNEL TO REDISTRIBUTE EQUIP/MATS	-----		
SUPERVISES SECRETARY TO BILL DISTRICTS	-----		
SUPERVISES BOOKKEEPER TO CREDIT DISTRICT ACCOUNTS	-----		
1.18 TO PURCHASE AV MATERIALS			
DISCUSSES WITH PRINCIPALS TO DETERMINE NEEDS	-----	-----------	-----------
ANALYZES BUDGET TO DETERMINE MONEY AVAILABLE	-----		
ASSESSES REQUESTS FOR NEW EQUIP/MATS TO DETERMINE PURCHASE PRIORITY	-----		
WRITES LETTERS TO MANUFS TO REQUEST CATALOGS	-----		
ANALYZES PURCHASE REQUESTS TO DETERMINE WHICH CAT TO SEARCH	-----		
SEARCHES CATALOGS TO IDENTIFY APPROP MATERIALS	-----		
COMPARES LIST PRICES TO DETERMINE BEST PRICE	-----		
CALLS PRODUCER TO ASCERTAIN CORRECT TITLE	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ARRANGES MATERIALS REQUESTED TO GROUP ORDER LIST	-----		
LISTS MATERIALS/EQUIP COSTS TO COMPILE ORDER LIST FOR PURCHASE	-----		
OPERATES TYPEWRITER TO TYPE ORDER LIST	-----		
SUBMITS ORDER LIST TO MANAGEMENT TO GET APPROVAL	-----		
ASSIGNS PURCHASE ORDER NUMBER TO ASSURE PAYMENT	-----		
INFORMS SECRETARY TO ORDER FILM FOR PURCHASE	-----		
FILLS OUT ORDER FORM TO ORDER MATERIALS	-----		
MAILS ORDER FORM TO MANUF TO PLACE MATERIALS ORDER	-----		
CALLS MANUFACTURER TO ASSURE RUSH ORDER	-----		
CALLS UNIT ORDERING MATS TO INFORM OF MANUF DELAY	-----		
FILES PURCHASE ORDERS TO KEEP TRACK OF THOSE NOT RECD	-----		
WRITES LETTERS TO MANUFS TO REMIND OF BACK ORDERS	-----		
MAKES DECISION TO NOTIFY MANUF TO CANCEL LATE ORDERS	-----		
WRITES LETTER TO MANUF TO CANCEL LATE ORDERS	-----		
COMPARES NEW MATERIALS W INVOICE TO CHECK THAT ORDER COMPLETE	-----		
WRITES LETTERS TO MANUFS TO CORRECT WRONG ORDERS	-----		
1.19 TO KEEP PURCHASE ORDER ACCOUNTS	-----	-----------	-----------
CHECKS INVOICE WITH PURCHASE ORDER TO ENSURE BOTH ARE CORRECT	-----		
DEDUCTS AMOUNT OF PURCHASE TO RECORD CURRENT BALANCE	-----		
OPERATES CARD PUNCH MACHINE TO RECORD PURCHASE	-----		
1.20 TO KEEP MATERIALS FILES CURRENT	-----	-----------	-----------
WRITES MEMOS TO DEPARTMENTS TO REQUEST REVIEW OF EXTANT MATS	-----		
ANALYZES EXTANT TEACHING AIDS TO REMOVE OUT OF DATE MATERIALS	-----		
COMPARES EXTANT LIST W PREVIOUS TO COMPILE LIST OF NEW MATS	-----		
COMPILES INFO ON NEW MATS TO ADD TO FILES	-----		
OPERATES TYPEWRITER TO UPDATE FILE CARDS	-----		
FILES NEW INFO TO UP-DATE FILES	-----		
1.21 TO PROVIDE SECRETARIAL SERVICE IN AV CENTER	-----	-----------	-----------
USES TELEPHONE TO ANSWER ROUTINE QUESTIONS	-----		
USES TELEPHONE TO MAKE APPOINTMENTS	-----		
USES TELEPHONE TO CALL REPAIRMAN	-----		
OPERATES TYPEWRITER TO TYPE REPAIR REQUEST	-----		
OPERATES TYPEWRITER TO PRODUCE COPY OF BUSINESS LETTER	-----		
OPERATES TYPEWRITER TO TYPE PURCHASE ORDERS	-----		
OPERATES TYPEWRITER TO TYPE EQUIPMENT LIST	-----		
OPERATES ADDING MACHINE TO TOTAL MONTHLY EXPENDITURES	-----		
PUTS STAPLES ON FOLDER TO MAKE STORAGE ENVELOPES	-----		

1. ORGANIZATION MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
FILES PURCHASE ORDERS AND VOUCHERS TO KEEP RECORDS/FILES	-----		
FILES USED PRINTING MASTERS TO KEEP RECORDS/FILES	-----		
1.22 TO PROVIDE SECRETARIAL SERVICE FOR TV STATION	-----	-----------	-----------
OPERATES TELEPHONE TO ANSWER QUESTIONS RE STATION	-----		
OPERATES TYPEWRITER TO TYPE PROMOTIONAL MATERIAL	-----		
SORTS INCOMING MAIL TO DISTRIBUTE IN BOXES	-----		
TALKS WITH STAFF TO INITIATE SEARCH FOR FILM	-----		
OPERATES TYPEWRITER TO TYPE BROADCAST LOGS	-----		
FILES BROADCAST LOG TO MAINTAIN RECORD	-----		
WRITES IN CORRECTIONS TO AMEND PROGRAM SCHEDULE	-----		
OPERATES TELEX MACHINE TO COMMUNICATE WITH NETWORK	-----		
FILES TELEX SHEETS TO MAINTAIN RECORD	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

2. PERSONNEL MANAGEMENT FUNCTION.

LISTED BELOW ARE TASKS PERFORMED IN THE PERSONNEL MANAGEMENT FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT	IMPORTANCE TO YOUR JOB
		1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
2.01 TO STAFF PROJECTS	-----	-----------	----------
ANALYZES GOALS OF PROJECT TO DEFINE ACTIVITIES TO BE DONE	-----		
ANALYZES BUDGET TO DETERMINE RESOURCES AVAILABLE	-----		
TRANSLATES PROJECT ACTIVITIES TO DEVELOP JOB DESCRIPTIONS	-----		
ESTIMATES STAFF NEEDS TO FILL DESCRIBED JOBS	-----		
CALLS PLACEMENT AGENCY TO INFORM OF STAFF NEEDS	-----		
CALLS COLLEAGUES TO INFORM OF STAFF NEEDS	-----		
READS RESUMES TO SELECT APPLICANTS FOR INTERVIEW	-----		
SELECTS SHORT LIST OF APPLICANTS TO DO INITIAL INTERVIEWING	-----		
CALLS APPLICANTS TO SET TIME & PLACE FOR INTERVIEW	-----		
DESCRIBES PROJECT & COMPANY TO INITIATE JOB INTERVIEW	-----		
QUESTIONS APPLICANT TO ASCERTAIN QUALIFICATIONS	-----		
EVALUATES APPLICANTS TO MAKE STAFF SELECTION	-----		
CALLS SELECTED APPLICANT TO NOTIFY OF SELECTION	-----		
WRITES FORM LETTER TO INFORM APPLICANTS OF REJECTION	-----		
TELLS SECRETARY TO TRANSMIT LETTER TO APPLICANTS	-----		
2.02 TO STAFF TRAINING CENTER	-----	-----------	----------
IDENTIFIES AREA OF WORK TO DEFINE STAFF NEED	-----		
ANALYZES BUDGET TO DETERMINE RESOURCES AVAILABLE	-----		
WRITES MEMOS TO DESCRIBE NEED FOR NEW POSITION	-----		
WRITES POSITION DESCRIPTION TO GET JOB CLASSIFICATION	-----		
WRITES DESCRIPTION OF POSITION TO ADVERTISE THE VACANCY	-----		
REVIEWS APPLICATION FORMS TO SELECT APPLICANTS FOR INTERVIEW	-----		
INTERVIEWS JOB APPLICANTS TO SELECT MOST SUITABLE	-----		
WRITES MEMOS TO ADVISE HIRING	-----		
CALLS PERSONNEL DEPARTMENT TO SPEED APPLICATION PROCESSING	-----		

2. PERSONNEL MANAGEMENT FUNCTION.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
2.03 TO CONDUCT TRAINING OF NEW STAFF ON GEN OFFICE PROCEDURES			
GATHERS OFFICE PROC INFO TO DETERMINE GOALS OF TRAINING	-----	----------	----------
WRITES PAPER TO SET UP GOALS OF TRAINING	-----		
WRITES PROCEDURAL MANUAL TO INFORM NEW EMPLOYEES	-----		
REVIEWS NEW EMPLOYEE PAPERS TO DETERMINE SIZE/NO SESSIONS	-----		
CALLS BLDG COORDINATOR TO ARRANGE FOR ROOM	-----		
DRAWS ROUGH SKETCHES TO DESIGN VISUALS FOR TRAINING	-----		
CALLS PRODUCTION UNIT TO ARRANGE FOR PROD OF VISUALS	-----		
GATHERS EMPLOYEE INFO TO DISTRIBUTE TO NEW EMPL	-----		
TALKS W NEW EMPLOYEES TO INFORM OF PROCEDURES	-----		
DISTRIBUTES INFO TO GET INFORM TO EMPLOYEES	-----		
EVALUATES SESSION TO DETERMINE SUCCESS	-----		
2.04 TO SET UP ON-JOB TRAINING SEMINARS			
ANALYZES UNIT REQUEST TO DETERMINE NEED FOR TRAINING	-----		
WRITES POSITION PAPER TO SET GOALS OF TRAINING	-----		
CALLS UNIT HEAD TO DETERMINE ACCURACY OF GOALS	-----		
CALLS UNIT HEAD TO ASK RECOMMENDATIONS ON TRAINER	-----		
EVALUATES RECOMMENDATIONS TO DETERMINE BEST TRAINER	-----		
CALLS TRAINER CHOSEN TO NOTIFY OF SELECTION	-----		
WRITES NOTICE TO PUBLICIZE TRAINING	-----		
EVALUATES APPLICATIONS TO DETERMINE TRAINEES	-----		
ATTENDS TRAINING SESSION TO DETERMINE PROGRESS/RELEVANCE	-----		
2.05 TO IMPROVE COMMUNICATIONS BETWEEN TECHNICIANS AND ARTISTS			
CHOOSES SUBJECT MATTER TO ENCOURAGE SEMINAR DISCUSSION	-----	----------	----------
SELECTS TIME AND PLACE TO HOLD SEMINAR	-----		
WRITES NOTICE TO PUBLICIZE SEMINAR	-----		
DESIGNS ART KIT TO DEMONSTRATE TECHNICAL DETAILS	-----		
CONDUCTS SEMINAR TO ENCOURAGE DISCUSSION	-----		
2.06 TO SUPERVISE PERSONNEL IN TRAINING CENTER			
DISCUSSES WITH NEW STAFF TO DEVELOP PERFORMANCE CRITERIA	-----		
DISCUSSES WITH STAFF TO EVALUATE WORK PERFORMED	-----		
EVALUATES EMPLOYEE PERFORMANCE TO ASSESS EMPLOYEE PROGRESS	-----		
EVALUATES EMPLOYEE PERFORMANCE TO WRITE EVALUATION REPORT	-----		
WRITES RECOMMENDATIONS TO SUGGEST PROMOTIONS & AWARDS	-----		
NEGOTIATES WITH PERSONNEL DEPT TO SUGGEST PROMOTIONS & AWARDS	-----		
DISCUSSES WITH STAFF TO REVISE WORK PLANS	-----		

2. PERSONNEL MANAGEMENT FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ASSESSES WORK TO BE PERFORMED TO APPROVE REQUESTS FOR LEAVE	-----		
CONDUCTS STAFF MTGS TO RELAY ADMIN DIRECTIVES	-----		
2.07 TO SUPERVISE GRAPHICS UNIT			
REVIEWS JOB APPLICATIONS TO MAKE RECOMMENDATIONS	-----	-----------	-----------
MAKES RECOMMENDATIONS TO DIRECTOR TO ASSIST IN HIRING	-----		
ASSESSES STAFF WORK TO WRITE PERFORMANCE REPTS	-----		
WRITES PERFORMANCE REPORTS TO INFORM SUPERVISOR	-----		
DISCUSSES WORK LOAD W STAFF TO DETERMINE ASSIGNS	-----		
ASSIGNS WORK TO STAFF TO MEET GOALS OF UNIT	-----		
SUPERVISES STAFF TO ENSURE WORK IS COMPLETED	-----		
DISCUSSES W STAFF TO RELAY/INTERPRET ADMIN REGS	-----		
2.08 TO SUPERVISE STUDENT WORKERS			
DISCUSSES W STAFF TO DETERMINE WORK ASSIGNS	-----	-----------	-----------
CONVERSES W STUDENTS TO ASSIGN WORK AREAS	-----		
DEMONSTRATES EQUIPMENT OPERATION TO TRAIN STUDENT WORKERS	-----		
COMPUTES TIME WORKED TO DETERMINE PAYMENT	-----		
EVALUATES STUDENT PERFORMANCE TO WRITE EVALUATION REPORT	-----		
2.09 TO FIRE PERSONNEL			
REVIEWS WORKER EVAL REPTS TO DETERMINE ACCEPT OF WORK	-----	-----------	-----------
DISCUSSES W SUPERVISOR TO DETERMINE VALIDITY OF REPTS	-----		
DISCUSSES W WORKER TO DETERMINE VALIDITY OF REPTS	-----		
DISCUSSES W PEERS TO DETERMINE VALIDITY OF REPTS	-----		
MAKES DECISION TO FIRE OR NOT	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

3. RESEARCH-THEORY FUNCTION.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE RESEARCH-THEORY FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
3.01 TO CONCEPTUALIZE THEORETICAL MODELS	-----	-----------	-----------
PERCEIVES PROBLEM IN FIELD TO IDENTIFY GENERAL RESEARCH PROBLEM	-----		
ANALYZES GENERAL PROBLEM TO IDENTIFY SPECIFIC PROBLEM AREAS			
SELECTS PROBLEM AREAS TO LIMIT SPECIFIC PROBLEM	-----		
ANALYZES PROBLEM AREAS TO DEFINE SPECIFIC PROBLEM	-----		
COMBINES SPECIFIC PROBLEM FACTORS TO MAKE CONCISE PROBLEM DEFINITION	-----		
TRANSLATES PROBLEM STATEMENT TO IDENTIFY SOLUTION PARAMETERS	-----		
READS PROBLEM/SOLUTION PARAMETERS TO BRAINSTORM SOLUTIONS	-----		
DISCUSSES PROBLEM WITH COLLEAGUES TO BRAINSTORM SOLUTIONS	-----		
WRITES IDEAS ON CHALKBOARD TO BRAINSTORM SOLUTIONS	-----		
COMBINES IDEAS TO GENERATE NEW IDEAS	-----		
TRANSLATES IDEAS TO OTHER FORMS TO GENERATE NEW IDEAS	-----		
SEEKS OUT RESEARCH INFORMATION TO SUPPORT/NEGATE ALTERNATIVE IDEAS	-----		
SEEKS OUT RESEARCH INFORMATION TO GENERATE UNTHOUGHT-OF IDEAS	-----		
COMPARES SOLUTIONS/INFORMATION TO EVALUATE PROPOSED SOLUTIONS	-----		
COMPARES SOLUTIONS/INFORMATION TO GENERATE NEW SOLUTIONS	-----		
SYNTHESIZES PROPOSED SOLUTIONS TO CONVERGE ON TENTATIVE MODEL	-----		
DISCUSSES MODEL WITH COLLEAGUES TO RUN REALITY TEST OF MODEL	-----		
COMPARES MODEL WITH KNOWN DATA TO RUN REALITY TEST OF MODEL	-----		
ANALYZES REALITY TEST RESULTS TO REVISE MODEL	-----		
WRITES PAPER TO DESCRIBE MODEL	-----		
3.02 TO CONDUCT RESEARCH PROJECT	-----	-----------	-----------
IDENTIFIES GENERAL PROBLEM TO PROVIDE BASIS FOR RESEARCH STUDY	-----		
READS JOURNALS TO IDENTIFY APPROP FUNDING SOURCES	-----		
CONTACTS COLLEAGUES TO IDENTIFY APPROP FUNDING SOURCES	-----		
WRITES PROPOSAL TO OBTAIN FUNDS FOR RESEARCH STUDY	-----		
FORMULATES SPECIFIC HYPOTHESIS TO CONDUCT RESEARCH STUDY	-----		

3. RESEARCH-THEORY FUNCTION.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DESIGNS RESEARCH METHODOLOGY TO TEST HYPOTHESIS	-----		
READS PROPOSAL TO IDENTIFY PROJECT OBJECTIVES	-----		
ANALYZES OBJECTIVES TO DEFINE PROJECT ACTIVITIES	-----		
ANALYZES ACTIVITIES TO DETERMINE TIME FOR EA ACTIV	-----		
COMBINES TIMES TO DEVELOP PROJECT TIMELINE	-----		
DEVELOPS BUDGET TO SUPPORT RESEARCH PROJECT	-----		
TRANSMITS PROPOSAL TO FUNDING TO OBTAIN FUNDS FOR RESEARCH STUDY	-----		
NEGOTIATES WITH FUNDING SOURCE TO CLARIFY DETAILS OF PROPOSAL	-----		
READS RESUMES OF CURRENT STAFF TO IDENTIFY POSSIBLE PROJECT STAFF	-----		
SPEAKS TO CURRENT STAFF TO IDENTIFY POSSIBLE PROJECT STAFF	-----		
COMPARES CAPABILITIES W/ NEEDS TO SELECT PROJECT STAFF	-----		
MATCHES STAFF TO ACTIVITIES TO IDENTIFY GAPS IN STAFF	-----		
READS FILE OF PROSPECTIVE STAFF TO ATTEMPT TO FILL STAFF GAPS	-----		
SPEAKS WITH PROSPECTIVE STAFF TO EVALUATE QUALIFICATIONS	-----		
COMPARES APPLICANTS TO SELECT STAFF	-----		
HIRES PERSONNEL TO STAFF RESEARCH PROJECT	-----		
EXPLAINS PROJECT TO STAFF TO TRAIN STAFF	-----		
EXPLAINS TASKS TO BE DONE TO TRAIN STAFF	-----		
CONTACTS INDIVIDUALS OR SCHOOLS TO OBTAIN SUBJECTS FOR STUDY	-----		
DEVELOPS TREATMENT TO CREATE EXPERIMENTAL CONDITIONS	-----		
DEVELOPS INSTRUMENTS TO MEASURE EFFECTS OF TREATMENTS	-----		
ADMINISTERS TREATMENT/INSTRUMENT TO COLLECT DATA	-----		
COLLATES DATA TO MEASURE EFFECTS OF TREATMENTS	-----		
ANALYZES DATA TO MEASURE EFFECTS OF TREATMENTS	-----		
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA COLLECTION	-----		
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA COLLATION	-----		
SUPERVISES PERSONNEL TO ENSURE CORRECT DATA ANALYSIS	-----		
INTERPRETS DATA TO EVALUATE VALIDITY OF HYPOTHESIS	-----		
LISTENS TO STAFF TO SOLVE PROJECT PROBLEMS	-----		
STATES ALTERNATIVE SOLUTIONS TO SOLVE PROJECT PROBLEMS	-----		
SELECTS BEST SOLUTION TO SOLVE PROJECT PROBLEMS	-----		
WRITES PROGRESS REPORTS TO INFORM MONITOR OF PROGRESS	-----		
READS PROGRESS REPORTS TO EVALUATE PROJECT PROGRESS	-----		
WRITES FINAL REPORT TO DISSEMINATE RESEARCH FINDINGS	-----		
TRANSMITS REPORT TO FUNDING SOURCE TO DISSEMINATE RESEARCH FINDINGS	-----		
WRITES ARTICLES TO DISSEMINATE RESEARCH FINDINGS	-----		
DESIGNS PRESENTATIONS TO DISSEMINATE RESEARCH FINDINGS	-----		
READS PAPERS AT CONVENTIONS TO DISSEMINATE RESEARCH FINDINGS	-----		

3. RESEARCH-THEORY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
3.03 TO ANALYZE RESEARCH DATA			
SPEAKS WITH RESEARCHER TO UNDERSTAND DATA TO BE ANALYZED	-----	-----------	-----------
READS RESEARCH PROPOSAL TO UNDERSTAND TYPE OF DATA COLLECTED	-----		
READS RESEARCH PROPOSAL TO UNDERSTAND STUDY OBJECTIVES	-----		
TRANSLATES OBJECTIVES TO DEFINE CATEGORIES OF RESPONSES	-----		
READS DATA TO DETERMINE IF CATEGORIES FIT	-----		
CLASSIFIES EACH RESPONSE TO PUT RESPONSES INTO CATEGORIES	-----		
COUNTS RESPONSES IN EA CATEGORY TO SUMMARIZE DATA	-----		
ANALYZES OBJECTIVES/DATA TYPE TO SELECT STATISTICAL FORMULA	-----		
READS FORMULA TO DEFINE COMPUTATION SEQUENCE	-----		
TRANSLATES DATA INTO FORMULA TO PERFORM STATISTICAL ANALYSIS	-----		
OPERATES CALCULATOR TO PERFORM STATISTICAL ANALYSIS	-----		
READS STATISTICAL TABLES TO PERFORM STATISTICAL ANALYSIS	-----		
COMPARES DATA ANAL W TABLES TO DETERMINE SIGNIFANCE OF DATA	-----		
EXAMINES OBJECTIVES/DATA ANALYSIS TO INTERPRET MEANING OF DATA	-----		
WRITES PAPER TO EXPLAIN OUTCOME OF STUDY	-----		
3.04 TO IMPROVE STANDARDS OF RESEARCH PROJECTS			
DEFINES BASIC/APPLIED RESEARCH TO DESIGN GUIDELINES FOR RESEARCH	-----	-----------	-----------
DESIGNS STANDARD TEST FORMATS TO DESIGN GUIDELINES FOR RESEARCH	-----		
SPECIFIES RESOURCES AVAILABLE TO DESIGN GUIDELINES FOR RESEARCH	-----		
DESIGNS SYSTEMATIC PROCEDURES TO DESIGN GUIDELINES FOR RESEARCH	-----		
ADVISES RESEARCHERS TO INFORM ON PSYCHO PRINCIPLES	-----		
3.05 TO DO RESEARCH RE LEARNING STRATEGIES FOR CAI			
READS RESEARCH LITERATURE TO SELECT RELEVANT LEARNING THEORIES	-----	-----------	-----------
SELECTS EXPERIMENTAL CAI MATERIALS TO RUN LEARNING STRATEGY EXPER	-----		
READS CAI MATERIALS TO IDENTIFY COMPUTER'S PART	-----		
SPEAKS TO STUDENTS TO ARRANGE FOR LESSON SIMULATION	-----		
OPERATES TAPE RECORDER TO RECORD LESSON SIMULATION	-----		
ASKS QUESTIONS FROM CAI LESSON TO TRY OUT LESSON	-----		
WRITES STUDENT RESPONSES TO TRY OUT LESSON	-----		
ANALYZES MISTAKES TO IDENTIFY NEED FOR TUTORIAL HELP	-----		
FORMULATES STRATEGY TO HELP STUD TO CORRECT MISTAKES	-----		
TALKS WITH STUDENT TO TRY OUT TUTORIAL STRATEGY	-----		
ANALYZES STUDENT RESPONSES TO DETERMINE SUCCESS OF STRATEGY	-----		
FORMULATES ANOTHER STRATEGY TO CORRECT MISTAKES	-----		
TALKS WITH STUDENTS TO TRY OUT SECOND STRATEGY	-----		
ANALYZES STUDENTS RESPONSES TO DETERMINE SUCCESS OF STRATEGY	-----		

3. RESEARCH-THEORY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SPEAKS TO STUDENT TO END LESSON SIMULATION	-----		
LISTENS TO TAPES OF STUDENT SESSIONS TO SUMMARIZE TUTORIAL STRATEGIES	-----		
ANALYZES TUTORIAL STRATEGIES TO IDENTIFY COMMON ELEMENTS	-----		
ANALYZES TUTORIAL STRATEGIES TO IDENTIFY SUCCESSFUL ELEMENTS	-----		
ANALYZES COMMON/SUCCESSFUL ELEMS TO DERIVE GENERAL RULES	-----		
ANALYZES RES LIT/TUTOR BEHAV TO DERIVE SPECS FOR CAI TUTOR SYSTEM	-----		
TRANSLATES TUTOR SYSTEM SPECS TO DEVELOP DECISION MODEL	-----		
TRANSLATES DECISION MODEL TO DEVELOP PROGRAMMING FLOWCHART	-----		
TRANSLATES PROGRAMMING FLOWCHART TO WRITE COMPUTER PROGRAM	-----		
OPERATES COMPUTER TERMINAL TO PRINT OUT TUTORIAL STRATEGY	-----		
READS PRINT-OUT TO CHECK PROGRAM	-----		
SPEAKS TO STUDENTS TO ARRANGE FOR LESSON SIMULATION	-----		
OBSERVES STUDENTS INTERACT W LESSON TO TRY OUT LESSON	-----		
OBSERVES EFFECT OF TUTORIAL STRATS TO TRY OUT LESSON	-----		
ANALYZES STUDENT ERRORS TO EVAL LESSON/TUTOR STRATS	-----		
3.06 TO PERFORM RESEARCH ON EFFECTIVENESS OF ITV	-----	-----------	-----------
ANALYZES CURRENT INSTR PATTERN TO IDENTIFY WAYS OF IMPROVING	-----		
LISTS NEW INSTRUCTIONAL PATTERNS TO IDENTIFY WAYS OF IMPROVING	-----		
SELECTS ITV TO IMPROVE LEARNING PROCESS	-----		
LISTS CHARACTERISTICS OF ITV TO IDENTIFY PARAMETERS	-----		
WRITES RESEARCH PLAN TO TEST EFFECTIVENESS OF ITV	-----		
DEFINES OBJECTIVES TO DESIGN RESEARCH PROJECT	-----		
DISCUSSES WITH CONTENT SPECIALIST TO ADAPT COURSE TO TV SCRIPT	-----		
ANALYZES EXISTING LESSON TO SET OBJECTIVES	-----		
ANALYZES EXISTING TEST TO DESIGN POST TEST	-----		
ANALYZES SCRIPT TO DESIGN VISUALS FOR TV	-----		
DISCUSSES WITH ARTIST TO CLARIFY VISUALS NEEDED	-----		
REHEARSES PRESENTATION TO DIRECT VTR PRODUCTION	-----		
DIRECTS TALENT AND CREW TO DIRECT VTR PRODUCTION	-----		
SELECTS EXPERIMENTAL GROUP TO MEASURE EFFECTS OF TREATMENT	-----		
SELECTS CONTROL GROUP TO MEASURE EFFECTS OF TREATMENT	-----		
TEACHES CONVENTIONAL LESSON TO MEASURE EFFECTS OF TREATMENT	-----		
ANALYZES TEST RESULTS TO COMPUTE EFFECTIVENESS OF TV	-----		
COMPARES TEST GROUP WITH CONTROL TO ANALYZE EFFECTS OF TREATMENT	-----		
MEASURES TIME TAKEN TO COMPUTE TIME SAVED	-----		
MEASURES COSTS OF INSTRUCTION TO COMPUTE MONEY SAVED	-----		
COMPUTES MONEY/TIME SAVED TO DETERMINE COST EFFECTIVENESS	-----		
WRITES REPORT TO DISSEMINATE FINDINGS	-----		

3. RESEARCH-THEORY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
3.07 TO CONDUCT RESEARCH ON EFFECTIVE TRAINING TECHNIQUES	-----	-----------	-----------
DESIGNS RESEARCH METHODOLOGY TO ORGANIZE PROCEDURES OF PROJECT	-----		
DISCUSSES WITH SCHOOL DISTRICT TO IMPLEMENT EXPERIMENTAL APPROACH	-----		
TRANSLATES THEORETICAL MODEL TO DEVELOP TEACHER BEHAVIOR SCALE	-----		
OBSERVES TEACHER BEHAVIOR TO CODE ACCORDING TO SCALE	-----		
CODES TEACHER BEHAVIOR TO CATEGORIZE ACCORDING TO SCALE	-----		
PERFORMS STAT ANALYSIS ON DATA TO QUANTIFY TEACHER BEHAVIOR	-----		
COMPARES OBSERVED BEHAVIOR TO MODEL TO IDENTIFY TEACHER BEHAVIOR PROBS	-----		
DESIGNS ALTN TRAINING STRATEGIES TO TEACH NEW TEACHER BEHAVIORS	-----		
SUPERVISES TRAINING CONFERENCES TO TEACH NEW TEACHER BEHAVIORS	-----		
OBSERVES TEACHER BEHAVIOR TO DETERMINE TRAINING EFFECTIVENESS	-----		
ANALYZES THEORETICAL MODEL TO DETERMINE APPROP STUD BEHAVIOR	-----		
OBSERVES STUDENT BEHAVIOR TO CODE ACCORDING TO SCALE	-----		
CODES STUDENT BEHAVIOR TO DETERMINE TEACHING EFFECTIVENESS	-----		
TRANSLATES THEORETICAL MODEL TO DEVELOP ATTITUDE SCALE	-----		
ASKS TEACHERS TO FILL OUT SCALE TO GATHER DATA ON ATTITUDE	-----		
PERFORMS STATISTICAL ANALYSIS TO MEASURE TEACHER ATTITUDE	-----		
PERFORMS STATISTICAL ANALYSIS TO ANALYZE DATA	-----		
INTERPRETS ANALYZED DATA TO IDENTIFY MOST EFFECT TECHNIQUE	-----		
3.08 TO PERFORM FEASIBILITY STUDY ON NEW EQUIPMENT	-----	-----------	-----------
ANALYZES IDEA FOR NEW EQUIPMENT TO DEVELOP METHOD FOR FEAS STUDY	-----		
DEVELOPS METHODOLOGY TO DESIGN FEASIBILITY STUDY	-----		
WRITES GENERAL SPECIFICATIONS TO DESIGN PROTOTYPE EQUIPMENT	-----		
ASKS QUESTIONS OF ENGINEERS TO DETERMINE TECH SPECIFICATIONS	-----		
DRAWS CONCRETE PLANS TO DESIGN PROTOTYPE EQUIPMENT	-----		
CALLS PRODUCTION DEPARTMENT TO HAVE PROTOTYPE PRODUCED	-----		
DEMONSTRATES OPERATION OF PROTOTYPE TO GET FEEDBACK ON PERFORMANCE	-----		
REVISES DESIGN PLANS TO IMPROVE PROTOTYPE	-----		
CALLS PRODUCTION DEPARTMENT TO HAVE PROTOTYPE REVISED	-----		
ASSESSES POTENTIAL MARKET TO DEVELOP PRODUCT COST DATA	-----		
CALCULATES MATERIALS/LABOR COSTS TO DEVELOP PRODUCT COST DATA	-----		
DIVIDES COST BY MARKET TO DETERMINE UNIT PRODUCT COST	-----		
IDENTIFIES SIMILAR PRODUCTS TO DETERMINE COMPETITION	-----		
COMPARES UNIT PRODUCT COST TO DETERMINE PRODUCT COMPETITIVENESS	-----		
ANALYZES MARKET/COST/COMPETITION TO MAKE GO/NO-GO RECOMMENDATION	-----		
WRITES REPORT TO DISSEMINATE RESULTS OF STUDY	-----		

3. RESEARCH-THEORY FUNCTION.

	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
3.09 TO CONDUCT SURVEY OF MEDIA USAGE			
COPIES FROM INVENTORY TO LIST EQUIPMENT & MATERIALS	-----	-----------	-----------
ANALYZES SURVEY OBJECTIVES TO COMPILE USAGE QUESTIONS	-----		
ANALYZES SURVEY OBJECTIVES TO COMPILE RESPONSE CATEGORIES	-----		
COPIES INFORMATION FROM LIST TO ADDRESS QUESTIONNAIRE	-----		
CHECKS LIST TO NOTE RETURNED QUESTIONNAIRES	-----		
PREPARES TALLY SHEET TO SUMMARIZE DATA	-----		
TALLIES RESPONSES TO SUMMARIZE DATA	-----		
WRITES SUMMARY OF DATA TO REPORT TO PRINCIPAL	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

4. DESIGN FUNCTION.

LISTED BELOW ARE TASKS PERFORMED IN THE DESIGN FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
4.01 TO DESIGN INSTRUCTIONAL MATERIALS FOR COURSE	-----	-----------	-----------
DISCUSSES WITH INSTRUCTORS TO DEFINE TRAINING PROBLEM	-----		
DESCRIBES CRITICAL INCIDENTS TO DEFINE TRAINING PROBLEM	-----		
SPECIFIES TASKS TO IDENTIFY TERMINAL BEHAVIOR	-----		
DEFINES OBJECTIVES FOR COURSE TO IDENTIFY TERMINAL BEHAVIOR	-----		
WRITES OVERALL DESIGN FOR COURSE TO ORGANIZE CONTENT	-----		
PRESCRIBES CONTENT AREA OF COURSE TO ORGANIZE CONTENT	-----		
DEFINES ENTRY BEHAVIOR OF STUDS TO DETERMINE CONTENT	-----		
WRITES TECHNICAL DRAFT TO DEFINE TRAINING PROBLEM	-----		
DISCUSSES WITH INSTRUCTORS TO IDENTIFY TEACHING STRATEGY	-----		
REWRITES TECHNICAL DRAFT TO IMPROVE TRAINING PROGRAM	-----		
DESIGNS PRE AND POST TESTS TO EVALUATE EFFECTIVENESS OF PROG.	-----		
EVALUATES EXTANT MATERIALS TO IDENTIFY SUITABLE CONTENT	-----		
SELECTS APPROP MATERIALS AND MEDIA TO ORGANIZE COURSE	-----		
RESEARCHES IN LITERATURE TO LOCATE EXAMPLES OF SIMULATION	-----		
DESIGNS ROLE PLAYS TO MEET TRAINING NEED	-----		
TEACHES COURSE TO EVALUATE EFFECTIVESS OF MATS	-----		
4.02 TO DESIGN PROGRAMED INSTRUCTION MATERIALS	-----	-----------	-----------
DISCUSSES WITH CLIENT TO DEFINE PROBLEM AREA	-----		
QUESTIONS CLIENT TO DELIMIT PROBLEM AREA	-----		
READS CLIENT'S CURRENT MATERIALS TO RESEARCH PROBLEM AREA	-----		
ANALYZES SUBJECT MATTER TO IDENTIFY SEGMENTS FOR PROGRAMING	-----		
DISCUSSES WITH CLIENT TO DEFINE TARGET POPULATION	-----		
ANALYZES POTENTIAL AUDIENCE TO STATE ASSUMPTIONS ABOUT LEARNERS	-----		
DISCUSSES WITH CLIENT TO DEFINE GENERAL OBJECTIVES	-----		
ANALYZES SUBJECT MATTER TO STATE BROAD OBJECTIVES	-----		
PERFORMS TASK ANALYSIS TO ORGANIZE CONTENT	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
RESTATES TASK ANALYSIS TO DESIGN FLOW CHART	-----		
ANALYZES FLOW CHART TO WRITE BEHAVIORAL OBJECTIVES	-----		
DISCUSSES WITH CLIENT TO REFINE BEHAVIORAL OBJECTIVES	-----		
DISCUSSES WITH CLIENT TO IDENTIFY ESSENTIAL OBJECTIVES	-----		
LISTENS IN MEETING TO UNDERSTAND POLITICAL ASPECTS	-----		
DISCUSSES WITH CONTENT EXPERTS TO UNDERSTAND CONTENT	-----		
DISCUSSES WITH CLIENT TO RECONCILE CONFLICTS IN DATA	-----		
DISCUSSES WITH CLIENT TO REVISE BEHAVIORAL OBJECTIVES	-----		
ANALYZES OBJECTIVES/FLOW CHART TO WRITE CONTENT OUTLINE	-----		
WRITES BRIEF DRAFT OF PROGRAM TO ORGANIZE CONTENT	-----		
ANALYZES CONTENT OUTLINE TO SELECT APPROPRIATE MEDIA	-----		
ANALYZES CONTENT OUTLINE TO SELECT MODEL/PARADIGM	-----		
REVIEWS CONTENT TO SEQUENCE PRESENTATION	-----		
ANALYZES CONTENT TO DETERMINE UNITS AND FRAMES	-----		
TRANSLATES OBJECTIVES/CONTENT TO WRITE PROGRAM FRAMES	-----		
REVISES DRAFT OF PROGRAM TO REDUCE STEP SIZE	-----		
ANALYZES OBJECTIVES TO WRITE PRE AND POST TESTS	-----		
LOCATES TECHNICAL INFORMATION TO DESIGN VISUAL CHART	-----		
ANALYZES TECHNICAL INFORMATION TO DESIGN VISUAL CHART	-----		
ORGANIZES PILOT TEST TO TRY OUT PROGRAM	-----		
EVALUATES PILOT PERFORMANCE TO EVALUATE PROGRAM EFFECTIVENESS	-----		
REVISES PROGRAM TO IMPROVE QUALITY	-----		
4.03 TO DESIGN MATERIALS FOR INSTRUCTOR TRAINING COURSE	-----	----------	----------
ANALYZES TASK LIST TO GROUP IN LOGICAL CLUSTERS	-----		
ANALYZES TASK GROUPS TO EXPAND INTO OBJECTIVES	-----		
WRITES BEHAVIORAL OBJECTIVES TO ORGANIZE UNIT CONTENT	-----		
ANALYZES BEHAVIORAL OBJECTIVES TO SELECT METHOD OF INSTRUCTION	-----		
DESIGNS CONTENT OF UNIT TO FULFILL COMPONENTS OF OBJECTIVES	-----		
WRITES INSTRUCTOR ACTIVITIES TO CLARIFY & EXPAND COURSE CONTENT	-----		
DECIDES ON USE OF VISUALS TO ILLUSTRATE CONTENT	-----		
WRITES SUMMARY OF LESSON TO CLARIFY LESSON CONTENT	-----		
TEACHES PILOT LESSON TO TIME LENGTH	-----		
WRITES SUPPLEMENTARY HANDBOOK TO ASSIST IN TEACHING COURSE	-----		
DESIGNS EVALUATION SHEETS TO ELICIT STUDENT REACTION TO MATS.	-----		
TEACHES PILOT TEST TO EVALUATE EFFECTIVENESS OF MATS	-----		
ANALYZES EVALUATION SHEETS TO ASSESS STUDENT REACTION	-----		
REVISES INSTRUCTIONAL MATS. TO IMPROVE QUALITY	-----		
GIVES INSTRUCTIONS TO HAVE MATERIALS DISTRIBUTED	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
4.04 TO COORDINATE DESIGN OF INSTRUCTOR TRAINING COURSE	-----	-----------	-----------
DISCUSSES WITH DIRECTOR TO OUTLINE COURSE DESIGN	-----		
IDENTIFIES PLANNING TASK FORCE TO DEVELOP TASK LIST	-----		
PLANS CONFERENCES TO DEVELOP TASK LIST	-----		
DISCUSSES WITH COURSE WRITERS TO DEVELOP BEHAVIORAL OBJECTIVES	-----		
WRITES OPERATIONS PLAN TO ORGANIZE COURSE DEVELOPMENT	-----		
ESTIMATES TIME FACTORS TO ORGANIZE COURSE DEVELOPMENT	-----		
SELECTS SITE FOR PILOT TEST TO EVALUATE EFFECTIVENESS OF COURSE	-----		
DISCUSSES WITH TRAINING OFFICER TO ARRANGE FOR PILOT TEST	-----		
CRITIQUES DRAFT COURSE MATERIALS TO IMPROVE QUALITY	-----		
DISCUSSES WITH PUBLICATIONS TO ORGANIZE MASS PRODUCTION	-----		
ESTIMATES NUMBER OF COPIES NEEDED TO INFORM PUBLICATIONS	-----		
WRITES MEMOS TO FIELD PERSONNEL TO INFORM ON PROGRESS OF COURSE	-----		
CONDUCTS BRIEFINGS TO INFORM ON PROGRESS OF COURSE	-----		
WRITES REPORT TO MANAGEMENT TO INFORM ON PROGRESS OF COURSE	-----		
DESIGNS EVALUATION FORMS TO EVALUATE EFFECTIVENESS OF COURSE	-----		
4.05 TO WRITE UNIT FOR INSTRUCTOR COURSE	-----	-----------	-----------
ANALYZES LEARNING MODES TO LIST CHARACTERISTICS	-----		
ASSIGNS MODES TO OBJECTIVES TO PROVIDE MODEL FOR INSTRUCTION	-----		
ANALYZES LESSON PLAN CONSTRUCTION TO LIST CHARACTERISTICS	-----		
DESIGNS SAMPLE LESSON PLANS TO PROVIDE MODEL FOR INSTRUCTION	-----		
ANALYZES TEST CONSTRUCTION TO LIST CHARACTERISTICS	-----		
DESIGNS SAMPLE TESTS TO PROVIDE MODELS FOR INSTRUCTION	-----		
4.06 TO WRITE INSTRUCTOR S GUIDE FOR INSTRUCTIONAL MATERIALS			
ANALYZES OBJECTIVES TO RESTATE MORE FULLY	-----		
ASSESSES TIME SPENT IN PILOT TO INDICATE TIME FOR ITEMS	-----		
ANALYZES CONTENT AND TIME TO WRITE SCHEDULE	-----		
ANALYZES UNPROGRAMMED SEGMENTS TO WRITE LESSON PLANS	-----		
ANALYZES OBJECTIVES TO WRITE PRE-TEST	-----		
ANALYZES OBJECTIVES TO WRITE PRACTICE EXERCISES	-----		
ANALYZES OBJECTIVES TO WRITE ROLE PLAYS	-----		
4.07 TO COORDINATE DESIGN OF EDEX MATERIALS			
IDENTIFIES FIELD PERSONNEL TO SELECT PROGRAM DEVELOPERS	-----		
EVALUATES WRITTEN PROGRAM TO SUGGEST IMPROVEMENTS	-----		
ASKS CLARIFYING QUESTIONS TO SUGGEST IMPROVEMENTS	-----		
ANALYZES STEP SIZE TO EVALUATE WRITTEN PROGRAM	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SUGGESTS REVISIONS TO IMPROVE WRITTEN PROGRAM	-----		
ASSIGNS COLOR TO FRAMES TO IMPROVE WRITTEN PROGRAM	-----		
DISCUSSES WITH PRODUCER TO CLARIFY PRODUCTION DETAILS	-----		
ANALYZES SCRIPT TO ASSIGN PAUSES AND TAPE STOPS	-----		
EXAMINES DRAFT VISUALS TO ASSESS CORRELATION W. SCRIPT	-----		
ANALYZES PROGRAM TO ASSESS LOGICAL DEVELOPMENT	-----		
CHOOSES SUBJECTS TO TEST OUT PROTOTYPE PROGRAM	-----		
SCHEDULES TESTING SESSION TO TEST OUT PROTOTYPE PROGRAM	-----		
EVALUATES RESULTS FROM TEST TO TEST OUT PROTOTYPE PROGRAM	-----		
4.08 TO DEVELOP INSTRUCTIONAL PACKAGES FOR INDIVIDUALIZED INSTRUCTION (II)	-----	-----------	-----------
NEGOTIATES CONTRACT WITH CUSTOMER TO INITIATE PROJECT DEVELOPMENT	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE PROBLEMS IN PROCESS	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE CHANGED CONCEPTS OF INST.	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE EFFECTS ON CURRICULUM	-----		
INSTRUCTS CUSTOMER IN II TO DEFINE NEW ROLE OF TESTING	-----		
CONSULTS WITH CLIENT TO DETERMINE CLIENT ROLES	-----		
CONSULTS WITH CLIENT TO DETERMINE COMPANY ROLES	-----		
INSTRUCTS CUSTOMER IN LOGISTICS TO DEFINE WORK/MONEY/TIME RELATS	-----		
QUESTIONS CLIENT TO DEFINE WANTS/NEEDS & THEIR RELAT	-----		
CONSULTS WITH CLIENT TO FEEDBACK GOALS FOR PROJECT	-----		
ANALYZES INSTRUCTIONAL SETTING TO DEFINE LEARNING ENVIRONMENT	-----		
ANALYZES PROJECT GOALS TO DEFINE CRITERION PERFORMANCE	-----		
TRANSLATES CRITERION PERFORMANCE TO DEFINE LEARNING OBJECTIVES	-----		
ANALYZES CURRENT CONTENT TO DECIDE IF TEACHES TO OBJECTIVES	-----		
ANALYZES CURRENT CONTENT TO DETERMINE PROCEDURES LRNR MUST DO	-----		
ANALYZES CURRENT CONTENT TO DEFINE ALTERNATIVE PROCEDURES	-----		
SYNTHESIZES OBJECTIVES/CONTENT TO DEFINE NEEDED NEW CONTENT	-----		
EXTRAPOLATES FROM CONTENT/OBJS TO DEFINE TEACHING STRATEGIES	-----		
TRANSLATES TEACHING STRATEGIES TO MAKE MEDIA SELECTIONS	-----		
COORDINATES MATERIALS PROCUREMENT TO PROVIDE NEEDED AUDIO & VISUALS	-----		
READS FINAL SCRIPT TO EDIT CONTENT/SEQUENCE/AMBIGUITY	-----		
WRITES INTRODUCTION TO MATERIALS TO DESCRIBE MATERIALS UTILIZATION	-----		
PLAYS ROLE OF STUDENT TO FIELD TEST MATERIALS	-----		
SPEAKS TO CLIENT TO SET UP REVIEW PANEL	-----		
SHOWS MATERIALS TO CLIENT TO OBTAIN REVIEW AND COMMENTS	-----		
TRANSLATES SUGGESTIONS TO MAKE REVISIONS	-----		
SENDS MATERIALS TO CLIENT TO FULFILL CONTRACT	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
4.09 TO DESIGN MULTIMEDIA PRESENTATIONS			
FORMULATES VAGUE IDEA TO STIMULATE DESIRE TO PRODUCE	-----	------------	-----------
LOOKS AT ORGANIZATION PROJECTS TO FIND PRODUCTION OPPORTUNITY	-----		
IDENTIFIES PROJECTS RELATED TO IDEA TO FIND PRODUCTION OPPORTUNITY	-----		
IDENTIFIES AMENABLE PROJECT DIRS. TO FIND PRODUCTION OPPORTUNITY	-----		
SPEAKS TO PROJECT DIRECTORS TO PERSUADE TO PRODUCE PRESENTATION	-----		
DISCUSSES WITH PROJECT DIRECTOR TO ASCERTAIN HIS AUDIENCE/OBJECTIVE	-----		
CALLS ASSOCIATE TO OBTAIN DESIGN ASSISTANCE	-----		
EXAMINES MEANING OF IDEA TO CLARIFY PRESENTATION SUBJECT	-----		
CONSIDER PHILOSOPHY BEHIND IDEA TO CLARIFY PRESENTATION SUBJECT	-----		
CONSIDER WAYS OF PRESENTING TO CLARIFY PRESENTATION SUBJECT	-----		
CONSIDER MEDIA INVOLVED TO CLARIFY PRESENTATION SUBJECT	-----		
ANALYZES PRESENTATION SUBJECT TO WRITE GENERAL OBJECTIVES	-----		
BREAKS DOWN GENERAL OBJECTIVES TO DEFINE BEHAVIORAL OBJECTIVES	-----		
CONCEIVES WAYS OF MEETING OBJS. TO DEVELOP TREATMENT	-----		
TRANSLATES OBJECTIVES/TREATMENT TO DETERMINE SEQUENCE	-----		
TRANSLATES OBJECTIVES/TREATMENT TO DETERMINE CONTENT	-----		
TRANSLATES OBJECTIVES/TREATMENT TO DETERMINE MEDIA	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DEVELOP PRESENTATION OUTLINE	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE NEEDED VISUALS	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE NEEDED AUDIO	-----		
SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA TO DETERMINE ODORS, TASTES, TOUCHES	-----		
COMPILES NEEDED SENSORY INPUTS TO DEVELOP STORYBOARD	-----		
TRANSLATES STORYBOARD TO DEVELOP PRES. SPECIFICATIONS	-----		
TRANSMITS SPECS. TO PROD. FUNC. TO HAVE PRESENTATION PRODUCED	-----		
4.10 TO IMPROVE INSTRUCTION THROUGH SYSTEMS APPROACH			
LISTENS AND WATCHES PROFESSOR TO ANALYZE TEACHING TECHNIQUE	-----	------------	-----------
OBSERVES STUDENT BEHAVIOR TO ANALYZE TEACHING TECHNIQUE	-----		
OPERATES TAPE RECORDER TO RECORD CLASS PROCEEDINGS	-----		
USES TAPERECORDER & TYPEWRITER TO MAKE TRANSCRIPT OF PROCEEDINGS	-----		
ANALYZES LECTURE TO DERIVE OBJECTIVES FOR COURSE	-----		
DISCUSSES WITH PROFESSOR TO CONFIRM VALIDITY OF OBJECTIVES	-----		
ANALYZES DERIVED OBJECTIVES TO DEFINE CONDITIONS FOR LEARNING	-----		
DISCUSSES WITH STUDENTS TO ASCERTAIN VISUALS NEEDED	-----		
ROUGH SKETCHES VISUALS TO ILLUSTRATE COURSE CONTENT	-----		
LOCATES ARTIFACTS IN MUSEUM TO ILLUSTRATE COURSE CONTENT	-----		
LOCATES VISUALS IN BOOKS TO ILLUSTRATE COURSE CONTENT	-----		
OPERATES COPY CAMERA TO MAKE SLIDES OF VISUALS	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
LOCATES COMMERCIAL MATERIALS TO ILLUSTRATE COURSE CONTENT	-----		
WRITES TO PRODUCER TO REQUEST MATERIALS FOR PREVIEW	-----		
OPERATES MOVIE PROJECTOR TO PREVIEW FILM	-----		
ARRANGES MATERIALS IN SEQUENCE TO ILLUSTRATE COURSE CONTENT	-----		
4.11 TO DESIGN EQUIPMENT SYSTEMS			
ANALYZES GOALS OF ORGANIZATION TO DETERMINE COMMUNICATION NEEDS	-----	----------	----------
TRANSLATES COMMUNICATION NEEDS TO IDENTIFY TECHNICAL SYSTEMS	-----		
WRITES GENERAL SPECIFICATIONS TO DESCRIBE TECHNICAL SYSTEMS	-----		
ANALYZES OTHER EQUIPMENT SYSTEMS TO DETERMINE EXTERNAL CONSTRAINTS	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PHYSICAL CONSTRAINTS	-----		
ANALYZES MONETARY CONSIDERATIONS TO DETERMINE FINANCIAL CONSTRAINTS	-----		
ANALYZES CONSTRAINTS TO IDENTIFY ALTERNATE SYSTEMS	-----		
ANALYZES CONSTRAINTS TO IDENTIFY ALTERNATE FORMATS	-----		
EXAMINES ALTERNATE SYSTEMS TO DEVELOP INITIAL BUDGET	-----		
PROJECTS SYSTEM GROWTH TO DEVELOP PROJECTED BUDGET	-----		
DISCUSSES WITH ENGINEER TO DETERMINE INTERFACE OF SYSTEMS	-----		
READS TECHNICAL FLYERS TO IDENTIFY COMPONENTS OF SYSTEM	-----		
READS TECHNICAL FLYERS TO DETERMINE ELECTRICAL INTERFACE	-----		
READS TECHNICAL FLYERS TO DETERMINE PHYSICAL INTERFACE	-----		
SELECTS COMPONENTS TO MEET TO MEET INTERFACE REQUIREMENTS	-----		
ANALYZES PHYSICAL CONSTRAINTS TO DRAW PHYSICAL SCHEMATIC	-----		
ANALYZES ELECTRICAL DETAILS TO DRAW WIRING DIAGRAMS	-----		
WRITES DETAILED SPECIFICATIONS TO DESCRIBE SYSTEM COMPONENTS	-----		
4.12 TO DESIGN IMPROVED TRAINING EQUIPMENT			
WRITES CRITERIA FOR NEEDED DEVICE TO ENSURE COMPATIBILITY WITH SYSTEM	-----	----------	----------
TRANSLATES CRITERIA FOR DEVICE TO DEVELOP TECHNICAL SPECIFICATIONS	-----		
COMPARES DEVICES W. TECH. SPECS. TO CHOOSE MOST APPROPRIATE	-----		
DESIGNS PROTOTYPE DEVICE TO MEET TECHNICAL SPECIFICATIONS	-----		
ASSEMBLES PROTOTYPE TO TEST DESIGN FEASIBILITY	-----		
ASSIGNS PROTOTYPE TO FIELD CENTER TO TEST DESIGN FEASIBILITY	-----		
PERFORMS COST ANALYSIS TO COMPUTE COST PRODUCT DATA	-----		
WRITES TECH SPECS FOR CONTRACT TO INITIATE PRODUCTION OF DEVICES	-----		

4. DESIGN FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
4.13 TO DESIGN NEW FACILITIES	-----	-----------	-----------
ANALYZES WORK TO BE DONE TO SPECIFY DESIGN NEEDS	-----		
ANALYZES EQUIPMENT SYSTEMS TO DETERMINE SPACE REQUIREMENTS	-----		
EXAMINES CURRENT FLOOR PLANS TO DETERMINE SPACE CONSTRAINTS	-----		
ANALYZES BUDGET TO DETERMINE COST CONSTRAINTS	-----		
ANALYZES PHYSICAL CONSTRUCTION TO DETERMINE PHYSICAL CONSTRAINTS	-----		
ANALYZES EQUIPMENT SPECIFICATIONS TO DETERMINE SPECIAL REQUIREMENTS	-----		
VISITS OTHER FACILITIES TO GET IDEAS FOR DESIGN	-----		
READS BROCHURES TO IDENTIFY BEST DESIGNS	-----		
DRAWS ROUGH FLOOR PLAN TO COMMUNICATE DESIGN NEEDS	-----		
DISCUSSES WITH ARCHITECT TO CLARIFY DESIGN NEEDS	-----		
EXAMINES BLUEPRINTS TO SUGGEST IMPROVEMENTS	-----		
4.14 TO PLAN INSTRUCTIONAL SPACE	-----	-----------	-----------
DISCUSSES WITH TEACHERS TO IDENTIFY INSTRUCTIONAL PATTERN	-----		
ANALYZES INSTRUCTIONAL PATTERN TO DETERMINE SPACE NEEDS	-----		
DRAWS FLOOR PLANS TO MEET INSTRUCTIONAL PATTERN	-----		
DISCUSSES WITH TEACHERS TO IDENTIFY BEST FLOOR PLAN	-----		
SUBMITS CHOSEN FLOOR PLAN TO GET APPROVAL	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

5. PRODUCTION FUNCTION. LISTED BELOW ARE TASKS PERFORMED IN THE PRODUCTION FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
5.01 TO PRODUCE MODEL FOR USE IN INSTRUCTION	-----	-----------	-----------
MEASURES PICTURE TO PRODUCE SCALE DRAWING	-----		
DRAWS SCALE DIAGRAM TO SERVE AS BLUEPRINT	-----		
USES CHISEL AND LATHE TO CARVE WOODEN SCALE MODEL	-----		
USES METAL SAW TO CUT AWAY PARTS OF MODEL	-----		
USES EMBOSSOGRAPH MACHINE TO PRODUCE LETTERS FOR SCALE MODEL	-----		
USES PLASTIC FORMING MACHINE TO MAKE PLASTIC MODEL	-----		
SCREWS PLASTIC MODEL TO DISPLAY TO MOUNT MODEL	-----		
PULLS HANDLE ON MODEL TO ENSURE MODEL IN WORKING ORDER	-----		
5.02 TO PRODUCE TERRAIN MAP FOR INSTRUCTION	-----	-----------	-----------
DRAWS LINES ON FIBERGLASS BASE TO OUTLINE MAP	-----		
CUTS PIECES OF STYROFOAM TO BUILD CONTOURS	-----		
GLUES PIECES OF STYROFOAM TO BUILD CONTOURS	-----		
USES PAINTBRUSH AND PAINT TO PAINT IN TOPOGRAPHICAL FEATURES	-----		
5.03 TO PRODUCE POSTERS	-----	-----------	-----------
PROOFREADS COPY TO CHECK FOR ERRORS	-----		
CHOOSES COLORS AND SIZE TO SELECT LETTERING	-----		
OPERATES LINOSCRIBE MACHINE TO MAKE LETTERING	-----		
USES PENCIL AND RULER TO DESIGN LAYOUT	-----		
USES STENCIL AND MARKING PEN TO PROVIDE LETTERING	-----		
USES BURNISH ON MATERIALS TO PROVIDE LETTERING	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.04 TO PRODUCE PRINTED MATERIALS			
USES RULE AND PENCIL TO LAY OUT DESIGN ON MASTER	-----	-----------	-----------
TRACES LINES ON MASTER TO PROVIDE ILLUSTRATIONS	-----		
OPERATES HEADLINER MACHINE TO PRODUCE FILM LETTERING	-----		
APPLIES LETTERING TO MASTER TO PREPARE MASTER FOR PRINTING	-----		
ASSEMBLES MATERIALS ON MASTER TO PREPARE COPY FOR PRINTING	-----		
OPERATES ADHESIVE COATING MACHINE TO APPLY WAX TO MATERIALS	-----		
OPERATES COPYCAT MACHINE TO PREPARE PLATES FOR OFFSET	-----		
OPERATES ITEK MACHINE TO PRODUCE MASTER FOR OFFSET	-----		
REFILLS BATH SOLUTIONS TO MAINTAIN ITEK MACHINE	-----		
OPERATES OFFSET PRESS TO PRINT MATERIALS	-----		
CLEANS ROLLERS TO MAINTAIN OFFSET MACHINE	-----		
REFILLS PRINTING SOLUTION TO MAINTAIN OFFSET MACHINE	-----		
BUNDLES PRINTED MATERIALS TO PREPARE FOR COLLATING	-----		
PACKAGES PRINTED MATERIALS TO PREPARE FOR DELIVERY	-----		
5.05 TO PRODUCE AV BULLETIN			
SELECTS ARTICLES ON AV TO COMPILE LIBRARY OF MATERIALS	-----	-----------	-----------
READS INFORMATION IN FILES TO CHOOSE SUITABLE SUBJECTS	-----		
COMPILES INFORMATION FROM FILES TO WRITE SHORT ARTICLES	-----		
ARRANGES MATERIALS ON SHEET TO DESIGN LAYOUT	-----		
GIVES INSTRUCTIONS TO HAVE COPIES MADE	-----		
5.06 TO PRODUCE GRAPHICS MATERIALS			
CONVERSES WITH SUPERVISOR TO CLARIFY ASSIGNMENT	-----	-----------	-----------
DRAWS ORIGINAL CARTOONS TO PROVIDE ILLUSTRATIONS	-----		
USES GLUE TO MOUNT LETTERING ON MASTER	-----		
USES TACKING IRON AND TISSUE TO PREPARE FOR DRYMOUNTING	-----		
OPERATES DRYMOUNT PRESS TO MOUNT MATERIALS	-----		
OPERATES DRYMOUNT PRESS TO LAMINATE PICTURES	-----		
OPERATES ART O GRAPH MACHINE TO PRODUCE TRACED IMAGE	-----		
USES COLOR LIFT PROCESS TO MAKE VISUAL	-----		
USES PAPER CUTTER TO PREPARE SUPPLIES OF TISSUE	-----		
OBSERVES STOCK OF PAPER TO ENSURE ADEQUATE SUPPLIES	-----		
TALKS WITH SUPERVISOR TO REPORT SUPPLY NEEDS	-----		
OPERATES SPIRAL BINDING MACHINE TO BIND MATERIALS	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.07 TO PRODUCE TRANSPARENCIES			
USES RULER AND PENCIL TO DESIGN LAYOUT FOR MASTER	-----	-----------	-----------
DRAWS ORIGINAL CARTOON TO PROVIDE ILLUSTRATION	-----		
OPERATES HEADLINER MACHINE TO PRODUCE LETTERING	-----		
ATTACHES ADHESIVE COLOR MATERIAL TO ADD COLOR TO MASTER	-----		
ATTACHES COLORED STRIPS TO ADD COLOR TO MASTER	-----		
OPERATES 3M SECRETARY COPIER TO PRODUCE TRANSPARENCY OF MASTER	-----		
OPERATES 3M MODEL SEVENTY MACHINE TO MAKE TRANSPARENCY OF HARD COPY	-----		
OPERATES OZAMATIC MACHINE TO MAKE COLOR OVERLAYS	-----		
OPERATES OZALID MACHINE TO PRODUCE TRANSPARENCY	-----		
USES DIAZO PROCESS TO PRODUCE TRANSPARENCY COPIES	-----		
USES DIAZO PROCESS TO MAKE TRANSPARENCY OF MASTER	-----		
OPERATES ADDOFAX MACHINE TO MAKE BLUE CARBON TRANSPARENCY	-----		
ASSEMBLES SHEETS OF FILM ON MOUNT TO PRODUCE OVERLAYS	-----		
USES TAPE TO TAPE FILM SHEETS TO FRAME	-----		
USES TECHNIFAX HINGES TO MOUNT TRANSPARENCIES	-----		
OPERATES OVERHEAD PROJECTOR TO TEST FINISHED TRANSPARENCY	-----		
WRITES MATERIALS AND TIME SPENT TO PROVIDE RECORD FOR BILLING	-----		
CLEANS AND REFILLS PICKLE JAR TO MAINTAIN	-----		
REMOVES STUCK COPIES IN COPIER TO RESTORE OPERATING CONDITION	-----		
CLEANS WORK AREA TO KEEP CLEAN/ORGANIZED	-----		
5.08 TO PRODUCE ILLUSTRATED CHART			
LOCATES APPROP PICTURES IN BOOK TO ASCERTAIN AUTHENTICITY OF VISUAL	-----	-----------	-----------
ROUGH SKETCHES CHARTS TO GET APPROVAL OF CLIENT	-----		
LAYS OUT DESIGN ON FINISHED FORM TO PREPARE TO MAKE CHART	-----		
CHOOSES APPROPRIATE COLORS TO ILLUSTRATE CHART	-----		
USES COMPASSES, PAINT AND BRUSHES TO PAINT PICTURES	-----		
OPERATES HEADLINER MACHINE TO PRODUCE LETTERING	-----		
ASSIGNS CODE NUMBER TO CHART TO KEEP RECORD	-----		
AFFIXES CODE NUMBER ON CHART TO IDENTIFY	-----		
5.09 TO PRODUCE PHOTOGRAPHIC MATERIALS			
ARRANGES LETTERS AND PICTURE TO PRODUCE ARTWORK	-----	-----------	-----------
APPLIES GUMMED LETTERING TO PAPER TO PRODUCE ARTWORK	-----		
USES RULER TO CHECK SYMMETRY OF DESIGN	-----		
SELECTS APPROPRIATE FILM TO LOAD CAMERA	-----		
INSERTS FILM TO LOAD CAMERA	-----		
INSERTS FILM CARTRIDGE TO LOAD INSTAMATIC CAMERA	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES COPY CAMERA TO PHOTOGRAPH COPYWORK	-----		
OPERATES 35 MM CAMERA TO PHOTOGRAPH	-----		
OPERATES COPY PROCESS CAMERA TO MAKE HALF TONE COPY	-----		
CHOOSES APPROPRIATE CHEMICALS TO PROCESS BLACK & WHITE FILM	-----		
CHOOSES APPROPRIATE CHEMICALS TO PROCESS COLOR FILM	-----		
MIXES CHEMICALS TO PROCESS BLACK & WHITE FILM	-----		
MIXES CHEMICALS TO PROCESS COLOR FILM	-----		
PROCESSES BLACK & WHITE FILM TO DEVELOP FILM	-----		
PROCESSES COLOR FILM TO DEVELOP FILM	-----		
CHOOSES APPROPRIATE PAPER TO PRINT FILM	-----		
OPERATES ENLARGER TO MAKE BLACK & WHITE PRINTS	-----		
OPERATES CONTACT PRINTER TO MAKE BLACK & WHITE PRINTS	-----		
OPERATES ENLARGER TO MAKE COLOR PRINTS	-----		
OPERATES CONTACT PRINTER TO MAKE COLOR PRINTS	-----		
USES SEALING IRON TO MOUNT SLIDES	-----		
USES SLIDE MOUNTS TO MOUNT SLIDES	-----		
CHECKS SLIDES PRODUCED TO ENSURE ORDER FILLED	-----		
PREPARES FILM CARTRIDGE TO MAIL TO PROCESSOR	-----		
CHECKS LEVEL OF SUPPLIES TO DETERMINE NEED FOR ORDERS	-----		
NOTES SUPPLIES NEEDED TO WRITE REQUISITION LIST	-----		
5.10 TO SHOOT PHOTOGRAPHS ON LOCATION	-----	-----------	-----------
SELECTS APPROP EQUIPMENT TO PERFORM PHOTOGRAPHIC ASSIGNMENT	-----		
SELECTS APPROP FILM TO PERFORM PHOTOGRAPHIC ASSIGNMENT	-----		
INSERTS FILM TO LOAD CAMERA	-----		
LOADS EQUIPMENT IN CAR TO DELIVER TO LOCATION	-----		
DRIVES TO LOCATION TO DELIVER EQUIPMENT	-----		
DISCUSSES WITH CLIENT TO CLARIFY ASSIGNMENT	-----		
SETS UP TRIPOD AND CAMERA TO PREPARE FOR SHOOTING	-----		
TESTS LIGHT LEVEL TO SET CAMERA	-----		
OPERATES CAMERA TO PHOTOGRAPH	-----		
WRITES INFORMATION ON ASSIGNMENT TO KEEP RECORD	-----		
5.11 TO PRODUCE VISUALS FOR PRESENTATION	-----	-----------	-----------
READS SCRIPT TO DEVELOP OVERALL VIEW	-----		
DISCUSSES WITH AUTHOR TO CLARIFY DETAILS OF PRESENTATION	-----		
ANALYZES SCRIPT TO IDENTIFY MAJOR IDEAS	-----		
ROUGH SKETCHES IMAGES TO CONVEY MESSAGE OF SCRIPT	-----		
DISCUSSES WITH AUTHOR TO GET APPROVAL OF STORYBOARD	-----		
EVALUATES SCRIPT TO IDENTIFY NEEDED REALIA	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ASSEMBLES REALIA TO IDENTIFY PREDOMINANT COLORS	-----		
ANALYZES SCRIPT TO IDENTIFY RESPONSE FRAMES	-----		
ASSIGNS DISTINCTIVE COLORS TO INDICATE RESPONSE FRAMES	-----		
ANALYZES SCRIPT TO IDENTIFY BLOCKS OF INFORMATION	-----		
ASSIGNS DISTINCTIVE COLORS TO INDICATE BLOCKS OF INFORMATION	-----		
LAYS TISSUE OVER VISUAL TO INDICATE IMAGE AREA	-----		
USES PREPARED ACETATES TO INDICATE IMAGE AREA	-----		
ANALYZES PRODUCED VISUALS TO EVALUATE QUALITY	-----		
SELECTS TIME AND DATE TO PREVIEW PRESENTATION	-----		
PREVIEWS PRESENTATION TO EVALUATE PRESENTATION	-----		
REVISES VISUALS TO IMPROVE PRESENTATION	-----		
5.12 TO PRODUCE SLIDE/TAPE PRESENTATION	-----	----------	----------
IDENTIFIES AUDIO COMPONENTS TO COMMUNICATE IDEA OF PRESENTATION	-----		
OPERATES TAPE RECORDER AND MIKE TO INTERVIEW PEOPLE IN STREET	-----		
OPERATES RADIO CONSOLE TO PRODUCE AUDIO TAPE	-----		
LISTENS TO TAPE TO IDENTIFY APPROP SLIDES	-----		
OPERATES COPY CAMERA TO PRODUCE SLIDES	-----		
VIEWS SLIDES ON SORTING BOARD TO IDENTIFY APPROP SLIDES	-----		
SETS UP EQUIPMENT TO PREPARE FOR MULTISCREEN PRES.	-----		
OPERATES EQUIPMENT TO VIEW MULTISCREEN PRESENTATION	-----		
SELECTS MORE APPROP. VISUALS TO IMPROVE PRESENTATION	-----		
CHANGES PACING TO IMPROVE PRESENTATION	-----		
5.13 TO PRODUCE AUDIOTAPES	-----	----------	----------
LOCATES SPOKEN RECORDS TO COMPILE ANTHOLOGY TAPE	-----		
LISTENS TO SPOKEN RECORDS TO SELECT BEST RECORDINGS	-----		
OPERATES TAPE RECORDER, RECORDPLAYER TO MAKE ANTHOLOGY TAPE	-----		
CHOOSES RECORD TO BE BACKGROUND MUSIC FOR TAPE	-----		
OPERATES TAPERECORDER & RECORDPLAYER TO PRODUCE AUDIO TAPES OF RECORDS	-----		
OPERATES TAPERECORDER AND TV TO MAKE TAPES OF TV PROGRAMS	-----		
OPERATES MOVIEPROJECTOR & RECORDER TO RECORD AUDIO FROM FILM	-----		
OPERATES TAPE RECORDER AND PROJECTOR TO MAKE SYNCHRONIZED AUDIOTAPE	-----		
OPERATES TAPE RECORDER TO DUPLICATE CARTRIDGES	-----		
OPERATES HIGH SPEED DUPLICATOR TO PRODUCE COPIES OF AUDIOTAPES	-----		
OPERATES TWO CONNECTED RECORDERS TO DUPLICATE AUDIOTAPES	-----		
OPERATES AUDIOTAPE RECORDER TO CHECK DUPLICATED TAPE	-----		
LISTENS TO TAPE TO EVALUATE SOUND QUALITY	-----		
OPERATES MAGNETIC ERASING MACHINE TO ERASE TAPE CARTRIDGES	-----		
OPERATES MAGNETIC ERASING MACHINE TO ERASE AUDIO TAPES	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OPERATES SPLICER AND TAPE DECK TO EDIT AUDIOTAPE	-----		
LABELS TAPE BOX TO IDENTIFY IT	-----		
5.14 TO PRODUCE PULSED AUDIOTAPES	-----	-----------	-----------
SETS UP MIKE AND TAPE DECK TO PUT AUDIBLE BEEP ON TAPE	-----		
OPERATES TAPE RECORDER TO PLAY AUDIO TAPE	-----		
READS SCRIPT SILENTLY TO PUT AUDIBLE BEEP ON TAPE	-----		
PRESSES TONE BUTTON ON CUE TO PUT AUDIBLE BEEP ON TAPE	-----		
WATCHES METER TO ENSURE APPROP VOLUME FOR BEEP	-----		
OPERATES TAPE RECORDER TO CHECK ACCURACY OF BEEPS	-----		
5.15 TO RECORD CONFERENCE SESSION			
SCHEDULES TIME AND DATE TO KEEP RECORD OF ASSIGNMENT	-----		
LOADS EQUIPMENT ON CART TO DELIVER TO CONFERENCE ROOM	-----		
PUSHES CART TO DELIVER TO CONFERENCE ROOM	-----		
UNLOADS EQUIPMENT TO DELIVER TO CONFERENCE ROOM	-----		
SETS UP AUDIO EQUIPMENT TO PREPARE FOR RECORDING	-----		
TESTS AUDIO EQUIPMENT TO PREPARE FOR RECORDING	-----		
MAKES PATCHES ON ELECTRONIC PANEL TO MAKE REMOTE RECORDING	-----		
SETS SWITCH ON MACHINE TO MAKE REMOTE RECORDING	-----		
MONITORS SOUND FROM LOCATION TO CHECK QUALITY	-----		
OPERATES AUDIO EQUIPMENT TO PRODUCE REMOTE RECORDING	-----		
LISTS NUMBER OF RECORDINGS MADE TO KEEP RECORD OF WORK	-----		
5.16 TO MAKE A VIDEOTAPE RECORDING ON LOCATION	-----	-----------	-----------
LOADS VIDEOTAPE RECORDER IN VAN TO DELIVER EQUIPMENT	-----		
DRIVES TO ASSIGNED LOCATION TO DELIVER EQUIPMENT	-----		
SURVEYS CLASSROOM TO DETERMINE SET ARRANGEMENT	-----		
SETS UP VIDEOTAPE RECORDER TO PREPARE FOR TAPING	-----		
SETS UP MIKES TO PREPARE FOR TAPING	-----		
TESTS LEVELS ON MIKES TO ENSURE QUALITY SOUND	-----		
SETS UP CAMERA TO PREPARE FOR TAPING	-----		
OBSERVES MONITOR TO ADJUST SET AND CAMERA	-----		
ADJUSTS PLACEMENT OF MIKES TO ENSURE QUALITY SOUND	-----		
ADJUSTS PLACEMENT OF CAMERA TO ENSURE QUALITY VISUAL	-----		
TALKS WITH TEACHER TO INFORM OF PROCEDURE	-----		
GIVES SIGNALS TO TEACHER TO DIRECT PRODUCTION	-----		
OPERATES VIDEOTAPE CAMERA TO RECORD PRODUCTION	-----		
OPERATES VIDEOTAPE RECORDER TO RECORD PRODUCTION	-----		
MONITORS AUDIO DIALS TO MAKE ADJUSTMENTS IN LEVEL	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OBSERVES IMAGE ON MONITOR TO CHANGE CAMERA ANGLE	-----		
GIVES SIGNAL TO TEACHER TO SIGNAL END OF PRODUCTION	-----		
PLAYS BACK VIDEOTAPE TO CHECK QUALITY OF RECORDING	-----		
5.17 TO PREPARE MATERIALS FOR TV	-----	----------	----------
EDITS FILM FOOTAGE TO PRODUCE FINAL FILM	-----		
OPERATES MOVIE PROJECTOR TO SHOW FILM	-----		
USES STOPWATCH TO RECORD RUNNING TIME OF FILM	-----		
CUTS LEADER FROM FILM TO PRODUCE CONTINUOUS FOOTAGE	-----		
5.18 TO PRODUCE TV RECORDINGS	-----	----------	----------
SCHEDULES STUDIO TO RESERVE FOR TAPING	-----		
TALKS WITH CLIENT TO CLARIFY SET REQUIREMENTS	-----		
LIFTS AND CARRIES PROPS TO ARRANGE SET FOR TAPING	-----		
TALKS WITH CLIENT TO CLARIFY AUDIO REQUIREMENTS	-----		
SETS UP MIKES TO PREPARE FOR TAPING	-----		
TESTS LEVELS ON MIKES TO ENSURE QUALITY SOUND	-----		
SETS UP LIGHTS TO PREPARE FOR TAPING	-----		
SETS UP VTR CAMERA TO PREPARE FOR TAPING	-----		
OBSERVES SET ON MONITORS TO ADJUST SET AND LIGHTING	-----		
ADJUSTS PLACEMENT OF MIKES TO ENSURE QUALITY SOUND	-----		
ADJUSTS PLACEMENT OF LIGHTS TO ENSURE QUALITY VISUAL	-----		
TALKS WITH TALENT TO INFORM OF PROCEDURE	-----		
GIVES SIGNALS TO TALENT AND CREW TO DIRECT PRODUCTION	-----		
OPERATES CONTROL PANEL TO DIRECT PRODUCTION	-----		
OPERATES TV CAMERA TO RECORD SESSION	-----		
MONITORS OSCILLOSCOPE TO ENSURE QUALITY PRODUCTION	-----		
MONITORS AUDIO DIALS TO MAKE ADJUSTMENTS IN LEVEL	-----		
OBSERVES IMAGE ON MONITOR TO SWITCH CAMERAS	-----		
GIVES SIGNALS TO TALENT AND CREW TO SIGNAL END OF PRODUCTION	-----		
5.19 TO SHOOT MOTION PICTURE	-----	----------	----------
LOADS MOTION PICTURE CAMERA IN VAN TO DELIVER TO LOCATION	-----		
DRIVES VAN TO LOCATION TO DELIVER TO LOCATION	-----		
DISCUSSES WITH PRODUCER TO DEFINE OBJECTIVES OF FILM	-----		
PREPARES CAMERA TO READY FOR SHOOTING	-----		
PREPARES SOUND EQUIPMENT TO READY FOR SHOOTING	-----		
OPERATES MOTION PICTURE CAMERA TO RECORD ACTION	-----		
OPERATES SOUND EQUIPMENT TO RECORD SOUND	-----		
OPERATES MOTION PICTURE PROJECTOR TO PREVIEW RAW FOOTAGE	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
OBSERVES RAW FOOTAGE TO MAKE EDITING DECISIONS	-----		
USES SCISSORS TO EDIT PORTIONS OF FILM	-----		
USES FILM SPLICER TO SPLICE RAW FOOTAGE	-----		
5.20 TO PRODUCE/DIRECT MOTION PICTURE			
ANALYZES SCRIPT TO WRITE SHOT BREAKDOWN	-----	-----------	-----------
ORGANIZES SHOT BREAKDOWN TO PROVIDE SHOT SEQUENCES	-----		
ANALYZES PRODUCTION DETAILS TO WRITE PRODUCTION PLAN	-----		
ANALYZES PRODUCTION PLAN TO DEVELOP PRODUCTION BUDGET	-----		
ANALYZES PRODUCTION PLAN TO DETERMINE EQUIP NEEDS	-----		
ANALYZES PRODUCTION PLAN TO DETERMINE TALENT/CREW NEEDS	-----		
ANALYZES SHOT SEQUENCES TO DETERMINE NEEDED LOCATION	-----		
SEARCHES IN FILE TO SELECT SUITABLE LOCATION	-----		
CALLS APPROPRIATE AGENCY TO SCHEDULE LOCATION	-----		
MAKES ARRANGEMENTS TO TRANSPORT CREW/TALENT TO LOCATION	-----		
SURVEYS LOCATION TO REVISE SHOT BREAKDOWN	-----		
GIVES INSTRUCTIONS TO SOUND CREW TO DIRECT AUDIO RECORDING	-----		
GIVES INSTRUCTIONS TO CAMERA CREW TO DIRECT SHOTS TO BE TAKEN	-----		
GIVES INSTRUCTIONS TO TALENT TO DIRECT ACTION FOR SHOTS	-----		
OBSERVES RUN THROUGH TO SUGGEST IMPROVEMENTS IN FILM	-----		
EVALUATES TAKE TO ACCEPT OR REJECT FILM	-----		
CHECKS SHOT SEQUENCE TO ENSURE ALL TAKEN	-----		
GIVES INSTRUCTIONS TO HAVE ART WORK PRODUCED	-----		
DISCUSSES WITH FILM EDITOR TO EXPLAIN FILM CONCEPTS	-----		
ADVISES FILM EDITOR TO SUGGEST IMPROVEMENTS	-----		
VIEWS SEQUENCES OF FILM TO APPROVE ROUGH CUT	-----		
DISCUSSES WITH SPECIALISTS TO HAVE ROUGH CUT APPROVED	-----		
SURVEYS MARKET POTENTIAL TO DECIDE ON NUMBER OF COPIES	-----		
GIVES INSTRUCTIONS TO LAB TO HAVE PRINTS PRODUCED	-----		
5.21 TO COORDINATE PRODUCTION OF AUDIOTAPES			
DISCUSSES WITH WRITERS TO IMPROVE AUDIO STANDARDS	-----	-----------	-----------
EDITS SCRIPT TO IMPROVE QUALITY	-----		
ANALYSES SCRIPT TO ASSIGN PAUSES	-----		
OPERATES TAPE RECORDER TO PRODUCE SCRATCH TAPE	-----		
READS SCRIPT ALOUD TO PRODUCE SCRATCH TAPE	-----		
REVISES SCRATCH TAPE TO IMPROVE QUALITY	-----		
OPERATES STOPWATCH & RECORDER TO TIME SCRATCH TAPE	-----		
TRANSMITS SCRIPT TO NARRATOR TO HAVE TAPE PRODUCED	-----		
SCHEDULES PREVIEW SESSION TO PLAY BACK AUDIOTAPE	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
MAKES ARRANGEMENTS TO PRODUCE DUPLICATES OF TAPE	-----		
5.22 TO COORDINATE PRODUCTION OF SLIDE PRESENTATION			
INTERVIEWS CLIENT TO CLARIFY PRESENTATION DETAILS	-----		
WRITES STANDARD PRODUCTION ORDER TO COORDINATE PRODUCTION	-----		
WRITES TIME SCHEDULE TO ASSIGN COMPLETION DATES	-----		
READS MATERIAL PROVIDED TO SEPARATE INTO MAJOR IDEAS	-----		
ROUGH SKETCHES VISUALS TO ILLUSTRATE CONTENT OUTLINE	-----		
WRITES SUMMARY OF MAJOR IDEAS TO ORGANIZE CONTENT	-----		
SELECTS APPROP MEDIA TO MATCH MEDIA TO CONTENT	-----		
CHOOSES COLORS AND STYLES TO GIVE CONTINUITY TO PRESENTATION	-----		
WRITES INSTRUCTIONS RE COLOR ETC TO INFORM PRODUCTION UNITS	-----		
ARRANGES S-B CARDS BY MAIN IDEAS TO ASSIGN FRAME NUMBERS	-----		
ARRANGES S-B CARDS BY LABEL TO ASSIGN WORK TO PRODUCTION UNITS	-----		
DISCUSSES STORYBOARD CARDS TO CLARIFY PRODUCTION DETAILS	-----		
SEARCHES STOCK FILES TO CHOOSE EXISTING SLIDES	-----		
REMOVES POOR QUALITY SLIDES TO IMPROVE PRODUCTION QUALITY	-----		
OPERATES POLAROID CAMERA TO PHOTOGRAPH COMPLICATED VISUALS	-----		
ARRANGES SLIDES IN SEQUENCE TO ORGANIZE IN PRESCRIBED ORDER	-----		
OPERATES SLIDE PROJECTOR TO SHOW RAW PRESENTATION TO CLIENT	-----		
READS SCRIPT AND SHOWS SLIDES TO SHOW RAW PRESENTATION TO CLIENT	-----		
DISCUSSES WITH CLIENT TO DETERMINE REVISIONS NEEDED	-----		
REVISES PRESENTATION TO IMPROVE QUALITY	-----		
5.23 TO COORDINATE PRODUCTION OF FILMSTRIP			
DISCUSSES WITH SUPERVISORS TO DETERMINE CURRICULUM NEEDS	-----		
VISITS LOCALITY TO OBTAIN BACKGROUND INFO	-----		
WRITES LEARNING OBJECTIVES TO COORDINATE FILMSTRIP DESIGN	-----		
ANALYZES LEARNING OBJECTIVES TO WRITE ROUGH SCRIPT	-----		
DISCUSSES WITH PHOTOGRAPHER TO DETERMINE PICTURES NEEDED	-----		
ADVISES PHOTOGRAPHER TO ASSIST IN LOCATION SHOOTING	-----		
ANALYZES SLIDES TO SELECT SUITABLE ONES	-----		
EVALUATES SLIDES AND TAPE TO IMPROVE QUALITY OF MATERIAL	-----		
ANALYZES FILMSTRIP TO WRITE TEACHER'S MANUAL	-----		
ANALYZES CATALOGS AND FILES TO LIST RELATED MATERIALS	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.24 TO COORDINATE PRODUCTION OF SOUND FILMSTRIP			
READS ASSIGNED SCRIPT TO ASSESS WORK TO BE DONE	-----	------------	------------
EDITS PORTIONS OF SCRIPT TO REDUCE LENGTH AND IMPROVE QUALITY	-----		
REORDERS SCRIPT TO FOLLOW DESIGN SPECIFICATIONS	-----		
SEQUENCES SLIDES USING SLIDE VIEWER TO MATCH CONCEPTS IN SCRIPT	-----		
REWRITES PORTIONS OF SCRIPT TO MATCH WORDS TO EXISTING VISUALS	-----		
OPERATES TAPE RECORDER TO PRODUCE SCRATCH TAPE	-----		
READS SCRIPT ALOUD TO PRODUCE SCRATCH TAPE	-----		
LISTENS TO SCRATCH TAPE TO MATCH AUDIO AND VISUALS	-----		
DRAWS ROUGH SKETCHES TO DESIGN TITLE FRAMES	-----		
DISCUSSES WITH ART DEPARTMENT TO ASSIGN COLOR AND LETTERING	-----		
TIMES SCRATCH TAPE WITH STOPWATCH TO ASSESS LENGTH OF TAPE	-----		
SCHEDULES MEETING WITH DIRECTOR TO SHOW RAW PRESENTATION	-----		
DEMONSTRATES SCRATCH TAPE & SLIDES TO OBTAIN DIRECTOR'S EVALUATION	-----		
DISCUSSES WITH DIRECTOR TO DETERMINE REVISIONS NEEDED	-----		
REVISES SCRATCH TAPE TO IMPROVE QUALITY	-----		
SCHEDULES MEETING WITH WRITER TO SHOW RAW PRESENTATION	-----		
DEMONSTRATES SCRATCH TAPE & SLIDES TO OBTAIN WRITER'S EVALUATION	-----		
DISCUSSES WITH WRITER TO DETERMINE REVISIONS NEEDED	-----		
REVISES SCRATCH TAPE TO IMPROVE QUALITY	-----		
5.25 TO COORDINATE PRODUCTION OF FILMSTRIP RECORD KIT			
SCHEDULES MEETING WITH DIRECTORS TO DISCUSS PROPOSAL	-----	------------	------------
RECOMMENDS PURCHASE OF SCRIPT TO INITIATE PRODUCTION	-----		
READS SCRIPT TO ENSURE CORRECT GRAMMAR	-----		
EDITS SCRIPT TO IMPROVE QUALITY	-----		
CHOOSES SUBJECT MATTER CONSULTANT TO ENSURE VALID CONTENT	-----		
ASKS SUBJECT MATTER CONSULTANT TO HAVE CONTENT VALIDATED	-----		
CHECKS PICTURES AGAINST SCRIPT TO ENSURE ALL VISUALS PRESENT	-----		
EVALUATES SCRIPT TO CHOOSE APPROP MUSIC AND EFFECTS	-----		
CALLS TALENT TO REQUEST THEM TO AUDITION	-----		
AUDITIONS TALENT TO CHOOSE MOST SUITABLE	-----		
CHOOSES APPROPRIATE NARRATOR TO OBTAIN SCRIPT NARRATOR	-----		
CHOOSES APPROPRIATE MUSIC TO OBTAIN BACKGROUND MUSIC	-----		
CALLS SOUND STUDIO TO SCHEDULE TIME FOR RECORDING	-----		
EVALUATES NARRATORS READING TO SUGGEST IMPROVEMENTS	-----		
GIVES SIGNALS TO TECHNICAL STAFF TO PRODUCE AUDIO RECORDING	-----		
MIXES NARRATION TAPE & SOUND TO PRODUCE FINISHED TAPE	-----		
USES STYLUS TO MAKE ACETATE CUT	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TIMES RECORDING WITH STOP WATCH TO DETERMINE LENGTH	-----		
PUTS IMPULSES ON TAPE TO PRODUCE PULSED TAPE	-----		
LISTENS TO RECORDING TO ENSURE COMPLETE AND CORRECT	-----		
GIVES INSTRUCTIONS TO STUDIO STAFF TO HAVE MASTER MADE OF AUDIORECORD	-----		
ASSESSES FEE USING UNION RATES TO PAY NARRATOR	-----		
DESIGNS LAYOUT TO DESIGN RECORD SLEEVE	-----		
5.26 TO COORDINATE PRODUCTION OF MATERIALS FOR COURSE	-----	----------	----------
INTERVIEWS CLIENT TO CLARIFY PRESENTATION DETAILS	-----		
WRITES LETTERS TO PAST STUDENTS TO DEVELOP STUDENT PROFILE	-----		
TABULATES RESPONSES FROM LETTERS TO DEVELOP STUDENT PROFILE	-----		
TABULATES INFORMATION TO DEVELOP INSTRUCTOR PROFILE	-----		
INTERVIEWS CLIENT TO DEVELOP LIST OF SUBJECTS TAUGHT	-----		
QUESTIONS CLIENT TO LIST EXTANT MATERIALS AVAILABLE	-----		
REVIEWS EXTANT MATERIALS TO SELECT APPROPRIATE ONES	-----		
ARRANGES MATERIALS TO ORGANIZE INTO LOGICAL ORDER	-----		
WRITES ROUGH OUTLINE OF CONTENT TO DEVELOP COURSE CONTENT	-----		
SKETCHES ROUGH VISUALS TO ILLUSTRATE COURSE OUTLINE	-----		
INTERVIEWS CLIENT TO GET APPROVAL OF STORYBOARD	-----		
SELECTS APPROPRIATE MEDIA TO MATCH MEDIA TO CONTENT	-----		
ESTIMATES COST FOR EACH SEGMENT TO DEVELOP COST ANALYSIS	-----		
ADDS ESTIMATED COSTS FOR SEGMENTS TO DEVELOP COST ANALYSIS	-----		
INTERVIEWS CLIENT TO GET APPROVAL OF BASIC CONTENT	-----		
WRITES TIME SCHEDULE TO ASSIGN COMPLETION DATES	-----		
DEFINES PERT CHART TO ASSIGN COMPLETION DATES	-----		
ARRANGES STORYBOARD CARDS TO ASSIGN WORK TO PRODUCTION UNITS	-----		
DISCUSSES STORYBOARD CARDS TO CLARIFY PRODUCTION DETAILS	-----		
INCORPORATES DESIGN ELEMENTS TO WRITE TEXT	-----		
EVALUATES MATERIALS PRODUCED TO REMOVE POOR QUALITY	-----		
ARRANGES MATERIALS IN SEQUENCE TO ORGANIZE IN PRESCRIBED ORDER	-----		
INTERVIEWS CLIENT TO GET APPROVAL OF PRODUCTION	-----		
GIVES INSTRUCTIONS TO HAVE MULTIPLE COPIES PRODUCED	-----		
DESIGNS EVALUATION FORMS TO PILOT TEST INSTRUCT. MATERIALS	-----		
REQUESTS TEACHER TO HAVE PILOT TEST CONDUCTED	-----		
COLLECTS RESPONSES FROM PILOT TO ASSESS REACTIONS TO MATERIALS	-----		
REVISES INSTRUCTIONAL MATERIALS TO IMPROVE QUALITY	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
5.27 TO COORDINATE MASS PRODUCTION OF COURSE MATERIALS	-----	-----------	-----------
DISCUSSES W. COURSE DEVELOPERS TO CLARIFY DETAILS ON PROD. SPECS.	-----		
REQUESTS COURSE DEVELOPERS TO OBTAIN SIZE & TYPE OF PROGRAM	-----		
EVALUATES LIST OF CONTRACTORS TO SELECT MOST APPROPRIATE	-----		
DISCUSSES W. CONTRACTOR TO SELECT MOST APPROPRIATE	-----		
CALLS CONTRACTOR PERIODICALLY TO ENSURE PRODUCT ON TIME	-----		
DISCUSSES WITH SUPERVISOR TO DEFINE SHIPPING ARRANGEMENTS	-----		
OBSERVES PACKERS TO ENSURE PRODUCT SHIPPED SAFELY	-----		
CALLS PRODUCERS TO INFORM OF MISTAKES IN PRODUCT	-----		
CALLS PRODUCERS TO REQUEST REPLACEMENT MATERIALS	-----		
READS BILL FROM PRODUCER TO APPROVE FOR PAYMENT	-----		
5.28 TO WRITE ACTIVITY FRAMES	-----	-----------	-----------
ANALYZES SCRIPT TO CHOOSE KEY CONCEPTS	-----		
SELECTS KEY WORDS TO PRESENT TO STUDENTS TO DEFINE	-----		
SELECTS TOPICS TO PRESENT FOR REVIEW & DISCUSSION	-----		
SELECTS TOPICS TO PRESENT FOR ENRICHMENT ACTIVITY	-----		
INCORPORATES DESIGN ELEMENTS TO WRITE ACTIVITY FRAMES	-----		
GIVES DIRECTIONS TO ART DEPARTMENT TO MAKE SLIDES INTO TEST PRINT	-----		
DISCUSSES WITH AUDIO DIRECTOR TO DECIDE ON MUSIC & SOUND EFFECTS	-----		
5.29 TO IMPROVE PRODUCTION STANDARDS	-----	-----------	-----------
COLLECTS INFOR ON VISUAL MATERIALS TO DEVELOP GUIDELINES	-----		
ANALYZES TRAINING MATS TO LIST WEAK AREAS IN VISUALS	-----		
WRITES VISUALS STANDARDS TO DEVELOP GUIDELINES	-----		
DESIGNS COURSE TO INSTRUCT IN VISUAL COMMUNICS.	-----		
LISTS TV LIGHTING REQUIREMENTS TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES TV CAMERA TECHNIQUES TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES SET UP FOR ROLE PLAYS TO WRITE TV PRODUCTION MANUAL	-----		
DESCRIBES PLACING OF MIKES TO WRITE TV PRODUCTION MANUAL	-----		
ADVISES ON FILM MAKING TECHNIQUES TO INFORM FIELD PERSONNEL	-----		
LISTS STANDARDS FOR AUDIO TO WRITE AUDIO PRODUCTION MANUAL	-----		
5.30 TO WRITE COMPUTER PROGRAMS FOR CAI	-----	-----------	-----------
DRIVES TO SCHOOLS TO CONSULT WITH TEACHERS	-----		
LISTENS TO TEACHER'S DESCRIPTION TO UNDERSTAND CONCEPT	-----		
ASKS QUESTIONS TO DEVELOP SEQUENCE FOR PROGRAM	-----		
SUGGESTS ALTERNATIVE APPROACHES TO DEFINE CONCEPT FOR PROGRAM	-----		
EXAMINES PROGRAM OUTLINE TO DECIDE PROGRAMING LANGUAGE	-----		

5. PRODUCTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DESIGNS FLOW CHART TO DEVELOP SEQUENCE FOR PROGRAM	-----		
ANALYZES STEPS IN FLOW CHART TO TRANSLATE INTO COMPUTER LANGUAGE	-----		
TESTS PROGRAM IN COMPUTER TO DISCOVER ERRORS	-----		
REWRITES PROGRAM TO ELIMINATE ERRORS	-----		
OPERATES COMPUTER TERMINAL TO STORE PROGRAM IN MEMORY	-----		
5.31 TO BUILD CCTV STUDIO	-----	-----------	-----------
ANALYZES PROGRAM NEEDS TO WRITE DESIGN SPECIFICATIONS	-----		
INCORPORATES DESIGN SPECS TO DRAW FLOOR PLAN	-----		
INCORPORATES DESIGN SPECS TO WRITE EQUIPMENT SPECIFICATIONS	-----		
CALCULATES MONEY AVAILABLE TO COMPUTE BUDGET	-----		
OBSERVES EQUIPMENT IN OPERATION TO ASSESS PERFORMANCE	-----		
OBSERVES BUILDERS AT WORK TO ENSURE SPECS ARE MET	-----		
BUILDS SOUND PROOF CEILING TO EQUIP CCTV STUDIO	-----		
HOOKS UP EQUIPMENT TO EQUIP CCTV STUDIO	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

6. EVALUATION-SELECTION FUNCTION.

LISTED BELOW ARE TASKS PERFORMED IN THE EVALUATION-SELECTION FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT 1. LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2. SMALL AMT 3. MODERATE AMOUNT 4. LARGE AMT 5. MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1. NOT IMPORTANT 2. FAIRLY IMPORTANT 3. IMPORTANT 4. VERY IMPORTANT 5. ESSENTIAL
6.01 TO DEVELOP A CLIMATE THAT IS SUPPORTIVE OF EVALUATION	-----	----------	----------
READS KEY EDUCATIONAL JOURNALS TO ASSESS ATTITUDES TO EVALUATION	-----		
TALKS TO EDUCATIONAL LEADERS TO ASSESS ATTITUDES TO EVALUATION	-----		
SPEAKS TO CLIENT GROUP TO IDENTIFY SPECIAL PROBLEMS	-----		
SPEAKS WITH CLIENT GROUP TO DEVELOP RAPPORT WITH GROUP	-----		
INSTRUCTS CLIENT GROUP TO EXPLAIN PURPOSES OF EVALUATION	-----		
INSTRUCTS CLIENT GROUP TO EXPLAIN ROLE OF EVALUATOR	-----		
DISCUSSES WITH CLIENT GROUP TO ANSWER QUESTIONS RE EVALUATION	-----		
DISCUSSES WITH CLIENT GROUP TO EMPHASIZE NON-THREATENING EVAL	-----		
SPEAKS WITH INDIVIDUAL MEMBERS TO REDUCE SPECIFIC INHIBITIONS	-----		
SPEAKS WITH CLIENT GROUP TO INVITE PARTICIPATION IN EVAL	-----		
6.02 TO PLAN AND FOCUS PROJECT EVALUATION	-----	----------	----------
READS PROJECT PROPOSAL TO DETERMINE OBJECTIVES TO BE EVAL	-----		
ANALYZES PROJECT PERSONNEL/ORGAN TO DETERMINE DECISION MAKERS	-----		
SPEAKS WITH DECISION MAKERS TO DEFINE DECISIONS TO BE MADE	-----		
TRANSLATES PROJECT PROPOSAL/REPORTS TO SPECIFY PROJECT ASSUMPTIONS	-----		
TRANSLATES PROJECT PROPOSAL/REPORTS TO SPECIFY CRITERIA FOR DECISION	-----		
OBSERVES PROJECT IN OPERATION TO LEARN PROJECT PROCEDURES	-----		
SPEAKS WITH PROJECT STAFF TO LEARN PROJECT PROCEDURES	-----		
TRANSLATES OBJECTIVES TO SPECIFY STUDENT BEHAVIORS	-----		
READS PROPOSAL TO DETERMINE DATES FOR EVAL REPORTS	-----		
READS PROPOSAL TO DETERMINE AUDIENCE FOR REPORTS	-----		
READS RESEARCH LITERATURE TO IDENTIFY SIMILAR EVAL PROJECTS	-----		
SYNTHESIZES NEEDS/EVAL KNOWLEDGE TO DEVELOP EVALUATION PLANS	-----		
SPEAKS TO CONTENT/TECHNICAL EXPERTS TO OBTAIN REVIEW OF EVAL PLANS	-----		
TRANSLATES EVALUATION PLANS TO IDENTIFY SPECIFIC EVAL ACTIVITIES	-----		
ANALYZES ACTIVITIES TO DETERMINE STAFF/TIME/RESOURCES	-----		

6. EVALUATION-SELECTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
6.03 TO DEVELOP EVALUATION MODELS AND TECHNIQUES	-----	----------	----------
DISCUSSES WITH CLIENT OR ASSOCIATES TO IDENTIFY EVALUATION PROBLEM	-----		
ANALYZES AUDIENCE FOR INFORMATION TO DETERMINE CHARACTERISTICS	-----		
ANALYZES EVALUATION PROBLEM TO DETERMINE DECISIONS TO BE MADE	-----		
ANALYZES DECISIONS TO BE MADE TO DETERMINE INFORMATION NEEDS	-----		
ANALYZES TIME LIMITS TO DETERMINE TIME CONSTRAINTS	-----		
ANALYZES MANAGEABILITY OF PROJECT TO DETERMINE CONSTRAINTS	-----		
ANALYZES STUDY COSTS TO DETERMINE MONEY CONSTRAINTS	-----		
TRANSLATES INFORMATION NEEDS TO IDENTIFY VALUES TO BE MEASURED	-----		
FORMULATES VALUE PARAMETERS TO SELECT BEHAVS REFLECTING VALUES	-----		
SETS PRIORITIES AMONG VALUES TO ASSIGN IMPORTANCE TO BEHAVIORS	-----		
SELECTS APPROPRIATE INDICATORS TO MEASURE VALUES AND BEHAVIORS	-----		
TRANSLATES INDICATORS TO DEVELOP CRITERIA FOR EVAL INSTRUM	-----		
COMPARES INSTRUMENTS/CRITERIA TO SELECT EVAL INSTRUMENT	-----		
TRANSLATES CRITERIA TO DEVELOP NEEDED EVAL INSTRUMENT	-----		
DESIGNS DATA COLLECTION STRATEGY TO OBTAIN MEASURES OF INDICATORS	-----		
SETS UP DATA PROCESSING PROCEDURE TO ANALYZE DATA	-----		
SETS UP DATA TRANSLATION PROCEDURE TO OBTAIN ANSWERS FROM DATA	-----		
TRANSLATES MODEL DECISIONS TO PUT IN MATHEMATICAL FORMAT	-----		
TRANSLATES MODEL DECISIONS TO PUT IN GRAPHICAL FORM	-----		
COMPARES MODEL AND OBJECTIVES TO TEST MODEL EFFECTIVENESS	-----		
COMPARES MODEL AND CLIENT NEEDS TO TEST IF MODEL COMMUNICATES	-----		
ANALYZES COST OF MODEL TO DETERMINE IF FEASIBLE	-----		
RUNS SAMPLE DATA THROUGH MODEL TO FIELD TEST FOR ACCURACY	-----		
APPLIES MODEL TO OTHER PROJECTS TO TEST WHETHER GENERALIZEABLE	-----		
6.04 TO COLLECT, PROCESS, ANALYZE AND INTERPRET EVALUATION DATA	-----	----------	----------
READS EVALUATION MODEL/INSTRUMENT TO BECOME AWARE OF INFORMATION NEEDS	-----		
READS EVAL MODEL/INSTRUMENT TO IDENTIFY SOURCES FOR EVAL DATA	-----		
CALLS SCHOOL TO ARRANGE FOR EVAL DATA COLLECTION	-----		
WRITES METHODOLOGY TO COLLECT EVALUATION DATA	-----		
FORMULATES SAMPLING PROCEDURE TO COLLECT EVALUATION DATA	-----		
SELECTS TIME SCHEDULE TO COLLECT EVALUATION DATA	-----		
INSTRUCTS PERSONNEL TO COLLECT EVALUATION DATA	-----		
ADMINISTERS INSTRUMENT TO COLLECT EVALUATION DATA	-----		
RECORDS RESPONSES TO INSTRUMENT TO COLLECT EVALUATION DATA	-----		
WRITES FORMAT TO CODE EVALUATION DATA	-----		
COMPARES RESPONSES AND ANSWER KEY TO SCORE EVAL INSTRUMENTS	-----		
CALLS COMPUTER CENTER TO ARRANGE FOR DATA PROCESSING	-----		

6. EVALUATION-SELECTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
READS COMPUTER PROGRAM LIBRARY TO SELECT COMPUTER PROGRAM	-----		
SUPERVISES DATA PROCESSING TO TRANSLATE DATA TO USABLE FORMAT	-----		
READS EVALUATION MODEL TO SELECT STATISTICAL PROCEDURE	-----		
SUPERVISES DATA PROCESSING TO ANALYZE EVALUATION DATA	-----		
TRANSLATES RESULTS OF ANALYSIS TO INTERPRET MEANING OF DATA	-----		
COMPARES DATA AND OBJECTIVES TO PROVIDE ANSWERS TO STUDY QUES	-----		
TRANSLATES ANSWERS TO QUESTIONS TO INDICATE ALTERNATIVE ACTION STEPS	-----		
WRITES REPORT TO DECISION MAKERS TO TRANSMIT RESULTS/INTERPRET/ACTION	-----		
6.05 TO PREVIEW AND SELECT INSTRUCTIONAL MATERIALS	-----	-----------	-----------
VIEWS MATERIAL TO DO INITIAL SCREENING	-----		
ANALYZES TECHNICAL QUALITY TO REJECT POOR QUALITY ITEMS	-----		
ANALYZES PRESENT CURRICULUM NEEDS TO REJECT IRRELEVANT ITEMS	-----		
ANALYZES FUTURE CURRICULUM NEEDS TO REJECT IRRELEVANT ITEMS	-----		
COMPARES WITH TEACHER'S NEEDS TO REJECT IRRELEVANT ITEMS	-----		
ANALYZES POSSIBLE USES OF MATER TO SELECT MOST APPROPRIATE	-----		
COMBINES FACTORS TO ELIMINATE OBVIOUS REJECTS	-----		
EXAMINES EVAL METHODS (A,B,C,D) TO SELECT BEST EVALUATION METHOD	-----		
A WRITES LIST OF TITLES TO PREPARE EVAL COMM PREVIEW LIST	-----		
B WRITES LIST OF TITLES TO PREPARE SPECIALIST PREVIEW LIST	-----		
WRITES ANNOTATION TO DESCRIBE MATERIAL	-----		
COMPILES ANNOT AND COMMENT SHEET TO COLLECT EVALUATIONS	-----		
EXPLAINS MATER TO EVALUATORS TO LEAD EVAL SESSION	-----		
REQUESTS EVALS TO WRITE COMMENTS TO GATHER REACTIONS	-----		
ASKS QUESTIONS TO GATHER REACTIONS	-----		
LEADS DISCUSSION TO GATHER REACTIONS	-----		
SUMMARIZES POINTS MADE TO LEAD EVAL SESSION	-----		
SYNTHESIZES COMMENTS TO SUMMARIZE EVALUATION	-----		
TABULATES RECOMMENDATIONS TO SUMMARIZE EVALUATION	-----		
EVALUATES COMMENTS/RECOMMENDS TO MAKE PURCHASE DECISION	-----		
ANALYZES REACTIONS, NEEDS TO DEVELOP PURCHASE PRIORITIES	-----		
MAKES LIST OF PURCHASES TO SELECT MATERS FOR PURCHASE	-----		
SENDS LIST TO DIRECTOR TO PURCHASE MATERIALS	-----		
SENDS REACTIONS TO PRODUCERS TO INFORM PRODUCERS OF REACTIONS	-----		
C CALLS TCHRS IN ONE SCHL BLDG TO EVALUATE MATERIALS	-----		
SHOWS MATERS TO TEACHERS TO LEAD EVAL SESSION	-----		
ASKS QUES RE MATER UTILIZATION TO GATHER REACTIONS	-----		
LISTENS TO TEACHER COMMENTS TO GATHER REACTIONS	-----		
ASKS QUES RE TCHR MATER NEEDS TO GATHER REACTIONS	-----		
WRITES SUGGESTIONS TO LEAD EVAL SESSION	-----		

6. EVALUATION-SELECTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SYNTHESIZES TCHR REACTIONS TO MAKE PURCHASE DECISION			
SENDS SUGGESTIONS TO DIRECTOR TO INFORM DIRECTOR OF NEEDS	-----		
SENDS SUGGESTIONS TO PRODUCERS TO INFORM PRODUCERS OF NEEDS	-----		
D CALLS STUDENTS/TCHR IN A CLASS TO EVALUATE MATER	-----		
SHOWS MATERIAL TO STUDENTS TO FIELD TEST MATERIAL	-----		
ASKS STUDENTS QUESTIONS TO DETERMINE IF OBJECTIVES ARE MET	-----		
ANALYZES SUCCESS IN MTG OBJECTIVE TO FIELD TEST MATER	-----		
ASKS STUDENTS TO EVAL MATER TO FIELD TEST MATER	-----		
SYNTHESIZES STUDENT REACTIONS TO MAKE PURCHASE DECISIONS	-----		
EXAMINES SUCCESS IN MTG OBJECTIVE TO MAKE PURCHASE DECISIONS	-----		
6.06 TO EVALUATE INSTRUCTIONAL MATERIALS			
WRITES GUIDELINES TO SELECT EVALUATION COMMITTEE	-----	-----------	-----------
GIVES GUIDELINES TO ADVISORY PANEL TO OBTAIN REACTION/APPROVAL	-----		
TRANSLATES GUIDELINES TO SELECT COMMITTEE MEMBERS	-----		
CHECKS CALENDAR TO SET DATES FOR EVALUATIONS	-----		
CALL AUDITORIUM COORDINATOR TO SCHEDULE EVALUATION SESSIONS	-----		
READS LITERATURE TO SELECT ITEMS FOR EVALUATION	-----		
TALKS TO SALESMEN TO SELECT ITEMS FOR EVALUATION	-----		
READS MEMOS FROM TEACHERS TO DETERMINE MATERIALS NEEDS	-----		
SCREENS INPUTS TO SELECT ITEMS FOR EVALUATION	-----		
ORGANIZES MATERIALS IN GROUPS TO PREPARE FOR EVALUATION SESSIONS	-----		
WRITES LIST OF ITEMS AND DATES TO ORDER ITEMS FOR PREVIEW	-----		
GIVES INSTRUCTIONS TO STAFF TO HAVE PREVIEW MATERIALS ORDERED	-----		
ATTENDS EVALUATION COMMITTEE MEET TO LEAD DISCUSSION	-----		
ASKS QUESTIONS TO DETERMINE APPLICATION/USE	-----		
COLLECTS COMMITTEE EVALUATIONS TO COMPILE EVALUATION REPORT	-----		
ATTENDS STAFF EVALUATION SESSION TO LEAD DISCUSSION	-----		
ASKS QUESTIONS TO DETERMINE APPLICATION/USE	-----		
DISCUSSES WITH STAFF TO CLARIFY MATERIALS NEEDS	-----		
COLLECTS STAFF EVALUATION TO COMPILE EVALUATION REPORT	-----		
COMBINES EVALUATIONS TO DEVELOP EVALUATION RATING	-----		
SENDS EVALUATION RATING TO COMPUTER TO HAVE EVALUATION RATING STORED	-----		
6.07 TO PILOT TEST PROTOTYPE INSTRUCTIONAL MATERIALS			
READS MATERIALS OBJECTIVES TO IDENTIFY LEARNER BEHAVIORS	-----	-----------	-----------
TRANSLATES LEARNER BEHAVIORS TO DEVELOP PROTOTYPE TEST	-----		
COMPARES TEST WITH OBJECTIVES TO INSURE TEST VALIDITY	-----		
DISCUSSES TEST WITH AUTHOR TO INSURE TEST VALIDITY	-----		
ADMINISTERS MATERIALS/TEST TO STUDNT TO TRY OUT TEST	-----		

6. EVALUATION-SELECTION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
QUESTIONS STUDENT RE MATERIAL TO PROVIDE COMPARISON DATA	-----		
COMPARES TEST/VERBAL RESPONSES TO CHECK TEST VALIDITY	-----		
CALLS SCHOOL TO ARRANGE FOR TEST AUDIENCE	-----		
SUPERVISES SECRETARY TO HAVE TESTS TYPED/DUPLICATED	-----		
TAKES MATERIALS/TESTS TO SCHOOL TO CONDUCT PILOT TEST	-----		
GIVES INSTRUCTIONS TO STUDENTS TO ORIENT THEM TO PILOT TEST	-----		
DISTRIBUTES MATERIALS TO CLASS TO CONDUCT PILOT TEST	-----		
OBSERVES STUDENTS USING MATERIALS TO IDENTIFY PROBLEMS W MATERIALS	-----		
OBSERVES REACTIONS OF STUDENTS TO ASSESS NON-VERBAL RESPONSE	-----		
LISTENS TO STUDENT QUESTIONS TO IDENTIFY PROBLEMS W MATERIALS	-----		
DISTRIBUTES TESTS TO CLASS TO CONDUCT PILOT TEST	-----		
OBSERVES STUDENTS TAKING TESTS TO IDENTIFY PROBLEMS W TEST	-----		
LISTENS TO STUDENT QUESTIONS TO IDENTIFY PROBLEMS W TEST	-----		
COMPARES TESTS W ANSWER KEY TO SCORE TESTS	-----		
COMPILES SCORES FOR EA QUESTION TO ANALYZE DATA	-----		
COMPARES ANALYZED DATA/OBJECTIVES TO IDENTIFY OBJECTIVES NOT MET	-----		
PERFORMS ITEM ANALYSIS OF TEST TO IDENTIFY WEAK AREAS	-----		
WRITES ANECDOTAL DATA TO INTERPRET RESULTS OF TESTS	-----		
SENDS MATERIALS TO DESIGNER TO HAVE MATERIALS REVISED	-----		
6.08 TO EVALUATE FILM HOLDINGS			
REQUESTS SECRETARY TO HAVE LIST OF OLD FILMS COMPILED	-----		
REQUESTS CONTENT SPECIALISTS TO HAVE THEM PREVIEW OLD FILMS	-----		
PREVIEWS OLD FILMS TO EVALUATE PHYSICAL CONDITION	-----		
MAKES DECISION TO RECOMMEND DESTROYING OLD FILM	-----		
GIVES INSTRUCTIONS TO HAVE OLD FILM DESTROYED	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

7. SUPPORT-SUPPLY FUNCTION.

LISTED BELOW ARE TASKS PERFORMED IN THE SUPPORT-SUPPLY FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.

	CHECK (✓) IF TASK DONE	TIME SPENT 1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	IMPORTANCE TO YOUR JOB 1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
7.01 TO PROVIDE MAINTENANCE SERVICE	-----	----------	----------
INSPECTS RETURNED EQUIPMENT TO CHECK FOR DAMAGE	-----		
CLEANS AV EQUIPMENT TO KEEP IN WORKING ORDER	-----		
OILS AV EQUIPMENT TO KEEP IN WORKING ORDER	-----		
CLEANS LENSES ON PROJECTORS TO KEEP IN WORKING ORDER	-----		
DEMAGNETIZES HEADS ON RECORDERS TO KEEP IN WORKING ORDER	-----		
CLEANS HEADS ON VTR TO KEEP IN WORKING ORDER	-----		
SPRAYS CONTROLS IN CONSOLE TO CLEAN	-----		
REPLACES LABELS ON EQUIPMENT TO ENSURE IDENTIFICATION	-----		
MAINTAINS ELECTRICAL SYSTEMS TO ENSURE WORKING ORDER	-----		
INSPECTS RETURNED MATERIALS TO CHECK FOR DAMAGE	-----		
REPLACES JACKETS ON RECORDS TO KEEP CLEAN	-----		
WRITES INFORMATION ON CARD TO RECORD PERIODIC MAINTENANCE	-----		
TEACHES PREVENTIVE MAINTENANCE TO INFORM REPAIRMEN	-----		
7.02 TO PROVIDE EQUIPMENT REPAIR SERVICE	-----	----------	----------
REPAIRS ELECTRICAL SYSTEMS TO RESTORE WORKING ORDER	-----		
REPLACES MINOR WIRING IN AUDITUTOR TO RESTORE WORKING ORDER	-----		
CHANGES BULBS IN OVERHEAD PROJECTOR TO RESTORE WORKING ORDER	-----		
USES TUBE TESTER TO INSPECT ELECTRICAL SYSTEMS	-----		
REPAIRS TV RECEIVERS TO RESTORE WORKING ORDER	-----		
REPAIRS LECTERNS TO RESTORE WORKING ORDER	-----		
REPAIRS FM TRANSMITTER TO RESTORE WORKING ORDER	-----		
REPAIRS CCTV STUDIO EQUIPMENT TO RESTORE WORKING ORDER	-----		
REPAIRS LANGUAGE LAB CONSOLE TO RESTORE WORKING ORDER	-----		
WRITES INFORMATION ON CARD TO KEEP RECORD OF REPAIR	-----		
LISTS EQUIPMENT REPAIRED DAILY TO KEEP DAILY RECORDS	-----		
LISTS EQUIPMENT REPAIRED WEEKLY TO KEEP WEEKLY RECORDS	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
ESTIMATES SPARE PARTS NEEDED TO STOCK REPAIR SERVICE	-----		
WRITES ORDER FORMS TO ORDER SPARE PARTS	-----		
DRIVES CAR TO PICK UP DEFECTIVE EQUIPMENT	-----		
DRIVES CAR TO DELIVER REPAIRED EQUIPMENT	-----		
ASSIGNS WORK TO ASSISTANTS TO HAVE EQUIPMENT REPAIRED	-----		
CONVERSES WITH ASSISTANTS TO ADVISE ON REPAIRS	-----		
CONVERSES WITH SUPERVISOR TO DISCUSS REPAIR	-----		
7.03 TO REPAIR MOVIE PROJECTOR			
OPERATES PROJECTOR TO DETERMINE NON-FUNCTIONING PART	-----		
CONSULTS DRAWING AND PARTS LIST TO IDENTIFY NON-FUNCTIONING PART	-----		
INSTALLS NEW PART TO RESTORE WORKING ORDER	-----		
REPLACES FUSE TO RESTORE WORKING ORDER	-----		
USES TUBE TESTER TO IDENTIFY DEFECTIVE TUBES	-----		
SELECTS NEW TUBES TO REPLACE DEFECTIVE TUBES	-----		
REPLACES TUBES TO RESTORE WORKING ORDER	-----		
OPERATES PROJECTOR TO TEST REPAIR	-----		
WRITES DATA ON REPAIR FORM TO KEEP RECORD OF REPAIR	-----		
7.04 TO REPAIR RECORD PLAYER	-----	----------	----------
OPERATES RECORD PLAYER TO DETERMINE NON-FUNCTIONING PARTS	-----		
USES TUBE TESTER TO TEST TUBES	-----		
REPLACES TUBE TO RESTORE WORKING ORDER	-----		
REPLACES NEEDLE TO RESTORE WORKING ORDER	-----		
USES STROBOSCOPIC DISC TO CHECK TURNTABLE SPEED	-----		
RUBS TIRE WITH SWAB TO CLEAN TIRE	-----		
OPERATES RECORD PLAYER TO ENSURE WORKING ORDER	-----		
WRITES DATA ON REPAIR FORM TO KEEP RECORD OF REPAIR	-----		
7.05 TO REPAIR FILMSTRIP PROJECTOR			
OPERATES FILMSTRIP PROJECTOR TO TEST REPORTED MALFUNCTION	-----		
PRESSES FILM GUIDE WHEEL TO RESTORE WORKING ORDER	-----		
OPERATES FILMSTRIP PROJECTOR TO TEST LENS FOR DIRT	-----		
WIPES OFF LENS TO CLEAN LENS	-----		
OPERATES AIR COMPRESSOR TO REMOVE DUST FROM PROJECTOR	-----		
TESTS PROJECTOR FAN TO ENSURE WORKING ORDER	-----		
WRITES INFORMATION ON CARD TO KEEP RECORD OF REPAIR	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.06 TO IMPROVE EQUIPMENT REPAIR SERVICE	-----	-----------	-----------
WRITES INFORMATION ON EACH REPAIR TO MAINTAIN REPAIR HISTORY	-----		
KEEPS INVENTORY ON EQUIPMENT TO MAINTAIN REPAIR HISTORY	-----		
ANALYZES REPAIR HISTORY TO IDENTIFY EQUIP OPERATION PROBS	-----		
LISTS EQUIP OPERATION PROBLEMS TO LIST CRUCIAL OPERATING FACTORS	-----		
ANALYZES CRUCIAL OPERATING FACTORS TO DESIGN READINESS CHECKLIST	-----		
READS COMPLETED CHECKLIST TO EVALUATE REPAIR SERVICE	-----		
7.07 TO PROVIDE FILM INSPECTION AND REPAIR SERVICE	-----	-----------	-----------
CARRIES FILMS TO WORK AREA TO PREPARE FOR INSPECTION	-----		
OPERATES HARWALD FILM INSPECTOR TO INSPECT AND REPAIR FILM	-----		
WRITES NUMBER OF FILM ON LOG TO KEEP RECORD OF DISTRIB	-----		
PLACES INSPECTED FILMS ON SHELVES TO STORE FOR FUTURE USE	-----		
CLEANS OFF POINTS AND ROLLERS TO MAINTAIN FILM INSPECTOR	-----		
7.08 TO PROVIDE DELIVERY SERVICE	-----	-----------	-----------
MARKS LIST FOR PACKER TO INFORM OF MATERIALS NEEDED	-----		
USES CHECKLIST TO LOCATE MATERIALS FOR DELIVERY	-----		
PLACES MATERIALS IN BOXES TO PREPARE FOR DELIVERY	-----		
PICKS UP AND CARRIES BOXES TO LOAD IN VAN	-----		
TESTS EQUIPMENT TO BE LOANED TO ENSURE OPERATING CONDITION	-----		
WHEELS TRUCK TO CLASSROOM TO DELIVER EQUIPMENT	-----		
WHEELS DOLLIES TO DELIVER EQUIPMENT	-----		
LOADS VAN WITH EQUIPMENT TO DELIVER TO LOCATION	-----		
DRIVES TO LOCATION TO DELIVER EQUIPMENT	-----		
UNLOADS TRUCK TO DELIVER EQUIPMENT	-----		
CARRIES EQUIPMENT TO ROOM TO STORE EQUIPMENT	-----		
PACKS FILMSTRIPS IN MAILING TUBE TO PREPARE FOR DELIVERY	-----		
UNPACKS RETURNED FILMSTRIPS TO RETURN TO STORAGE	-----		
GIVES INSTRUCTIONS TO CUSTODIAN TO MOVE HEAVY EQUIPMENT	-----		
GIVES INSTRUCTIONS TO ASSISTANT TO SHIP MATERIALS TO SCHOOLS	-----		
7.09 TO PROVIDE EQUIPMENT OPERATION SERVICE	-----	-----------	-----------
WRITES WORK ORDER TO RECORD OPERATION NEEDED	-----		
MAILS COPY OF WORK ORDER TO INFORM INSTRUCTOR	-----		
FILES COPY OF WORK ORDER TO HAVE RECORD OF OPERATION	-----		
READS WORK ORDER TO SELECT APPROPRIATE EQUIPMENT	-----		
SELECTS APPROPRIATE EQUIPMENT TO TAKE TO CLASSROOM	-----		
CARRIES EQUIPMENT TO CLASSROOM TO DELIVER TO CLASSROOM	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
THREADS MOVIE PROJECTOR TO READY FOR SHOWING	-----		
OPERATES MOVIE PROJECTOR TO SHOW FILM	-----		
SURVEYS ROOM TO PLAN VTR SET UP	-----		
PREPARES VTR SET UP TO READY FOR RECORDING	-----		
OPERATES CAMERA AND VTR TO MAKE VTR RECORDING	-----		
PREPARES VTR SET UP TO READY FOR PLAYBACK	-----		
OPERATES VTR TO PLAYBACK RECORDING	-----		
PACKS UP EQUIPMENT TO RETURN TO AV CENTER	-----		
REPLACES EQUIPMENT ON SHELVES TO STORE FOR FUTURE USE	-----		
WRITES NUMBER OF HOURS WORKED TO PROVIDE RECORD FOR PAYMENT	-----		
COLLECTS COMPLETED WORK ORDERS TO HAVE RECORD OF OPERATION	-----		
COMPUTES TOTAL HOURS WORKED TO PROVIDE PAYMENT TO OPERATORS	-----		
7.10 TO IMPROVE EQUIPMENT ACQUISITION PROCEDURES			
WRITES TECH SPECS FOR EQUIP TO EVALUATE PROPOSALS OF CONTRACTOR	-----	-----------	-----------
DESIGNS BASIC PARAMETERS OF DEVICE TO SPECIFY FOR PRODUCTION	-----		
WRITES GUIDELINES TO SPECIFY MIN SPECS FOR EQUIPMENT	-----		
PERFORMS COST ANALYSIS TO RECOMMEND EQUIPMENT	-----		
DISCUSSES W. MANAGEMENT TO ENCOURAGE PURCHASE OF EQUIPMENT	-----		
COMPILES LIST OF RECOMMENDED EQUIP TO INFORM FIELD PERSONNEL	-----		
LISTS RECOMMENDED EQUIP PER UNIT TO INFORM FIELD PERSONNEL	-----		
LISTS RECOMMENDED MANUFACTURERS TO INFORM FIELD PERSONNEL	-----		
7.11 TO ORDER FILMS			
READS CATALOG TO VERIFY CITATION OF FILM	-----		
CHECKS NAME AND NUMBER OF FILM TO ENSURE ACCURACY	-----		
COPIES INFO ON ORDER FORM TO MAIL TO LIBRARY	-----		
OPERATES TYPEWRITER TO TYPE ORDER SHEET	-----		
FILES ORDER SHEETS IN FOLDER TO KEEP RECORD/FILES	-----		
MAILS ORDER SHEETS TO ORDER FILMS	-----		
WRITES CONFIRMATION ON SLIP TO KEEP RECORD OF CONFIRMATION	-----		
FILES SLIPS IN DATE FILE TO KEEP RECORD OF CONFIRMATION	-----		
CHECKS RECEIVED FILM TITLE TO ENSURE ACCURACY OF ORDER	-----		
MATCHES FILMS WITH ORDER SLIPS TO ASSIGN FILM TO REQUESTOR	-----		
WRITES NOTIFICATIONS TO INFORM TEACHER OF FILM ARRIVAL	-----		
CARRIES FILM TO VIEWING ROOM TO AWAIT SHOWING	-----		
PACKS FILMS IN BOX TO RETURN TO LIBRARY	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.12 TO PROCESS NEW MATERIALS	-----	-----------	-----------
LABELS KITS OF MATERIALS TO IDENTIFY THEM	-----		
ASSIGNS SUBJECT HEADING TO MATS TO IDENTIFY THEM	-----		
FILES CATALOG CARDS TO KEEP RECORDS	-----		
COPIES DATA TO CHARGE OUT CARD TO PREPARE CHARGE OUT CARDS	-----		
WRITES DATA IN CATALOG TO UPDATE CATALOG	-----		
7.13 TO PROCESS NEW EQUIPMENT	-----	-----------	-----------
COMPARES EQUIP WITH PURCHASE ORDER TO ENSURE ORDER IS CORRECT	-----		
LISTS EQUIPMENT RECEIVED TO COMPILE NEW EQUIPMENT INVENTORY	-----		
COPIES INFORMATION FROM FILE CARD TO IDENTIFY MACHINE	-----		
TIES TAG ON MACHINE TO IDENTIFY MACHINE	-----		
STENCILS LABEL ON EQUIPMENT TO IDENTIFY	-----		
COPIES INFORMATION ON CARD TO PREPARE INVENTORY CARD	-----		
FILES CARD IN EQUIPMENT FILE TO HAVE RECORD OF MACHINE	-----		
PASTES DATE-DUE SLIPS IN BOOKS TO PREPARE FOR CIRCULATION	-----		
STAMPS OWNERSHIP MARK ON MATERIALS TO IDENTIFY MATERIALS	-----		
PUTS PLASTIC JACKETS ON BOOKS TO PROTECT MATERIALS	-----		
7.14 TO IMPROVE CATALOGING PROCEDURES	-----	-----------	-----------
DISCUSSES W. SALESMEN TO IDENTIFY NEW CATALOGING TECHS.	-----		
EVALUATES USE OF MICROFICHE TO DESIGN AUTOMATED SYSTEM	-----		
EVALUATES USE OF MICROFILM TO DESIGN AUTOMATED SYSTEM	-----		
ANALYZES ENGINEERING DEMANDS TO DESIGN AUTOMATED SYSTEM	-----		
ANALYZES EQUIP STANDARDS HANDBOOK TO RECOMMEND STANDARD DEFINITIONS	-----		
LISTS RECOMMENDED DEFINITIONS TO STANDARDIZE DEFINITIONS	-----		
DISCUSSES WITH MANAGEMENT TO RECOMMEND STANDARD DEFINITIONS	-----		
WRITES PROPOSAL TO RECOMMEND VERIFYING COURSE CARD	-----		
7.15 TO CATALOG MATERIALS	-----	-----------	-----------
ASSIGNS SEQUENTIAL CONTROL NUMBER TO CATALOG NEW MATERIALS	-----		
COMPARES TITLE WITH CATALOG TO DETERMINE IF ALREADY CATALOGUED	-----		
ASSIGNS CODE FROM ACCESSION LIST TO IDENTIFY MATERIALS	-----		
READS COURSE MATERIALS TO ENSURE CORRECT CATALOG NOTATIONS	-----		
READS NEW MATERIALS TO CLASSIFY MATERIALS	-----		
ASSIGNS SUBJECT HEADINGS TO CLASSIFY MATERIALS	-----		
PREVIEWS FILM TO WRITE CATALOG DESCRIPTION	-----		
WRITES SHORT DESCRIPTION OF FILM TO CATALOG FILM	-----		
READS REVIEW OF MATERIALS TO WRITE CATALOG DESCRIPTION	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
DETERMINES STANDARD NOTATION TO PREPARE TO CATALOG	-----		
CHECKS CLASSIFICATION LIST TO CROSS INDEX MATERIALS	-----		
READS REVIEW OF MATERIALS TO CROSS INDEX MATERIALS	-----		
CROSS INDEXES MATERIALS TO FACILITATE LOCATION	-----		
READS CURRICULUM GUIDES TO CLASSIFY MATS IN CURRIC AREAS	-----		
ANALYZES AREAS TO IDENTIFY CURRICULUM TOPICS	-----		
GROUPS CURRICULUM TOPICS TO ASSIGN TO GRADE LEVELS	-----		
ADAPTS COMMERICAL CATALOG CARDS TO CATALOG TO LOCAL NEEDS	-----		
CHECKS CATALOG NOTATION TO ENSURE CORRECT	-----		
ALPHABETIZES CATALOG CARDS TO PREPARE FOR FILING	-----		
REMOVES OUT OF DATE CARDS TO KEEP CATALOG FILES CURRENT	-----		
LISTS NEW MATERIALS IN CATALOG TO UPDATE CATALOG	-----		
OPERATES TYPEWRITER TO TYPE CATALOG	-----		
7.16 TO MAINTAIN INVENTORY OF EQUIPMENT	-----	-----------	-----------
COPIES INFO FROM SCHEDULE CARDS TO LIST EQUIPMENT HOLDINGS	-----		
OPERATES TYPEWRITER TO TYPE INVENTORY	-----		
COMPARES LIST WITH PAST LIST TO CHECK ACCURACY	-----		
OPERATES SPIRIT DUPLICATOR TO MAKE COPIES OF INVENTORY	-----		
COMPARES HOLDINGS WITH INVENTORY TO CHECK ACCURACY OF INVENTORY	-----		
LISTS MISSING EQUIPMENT TO REQUEST REPLACEMENTS	-----		
7.17 TO SCHEDULE MATERIALS AND EQUIPMENT	-----	-----------	-----------
TALKS WITH REQUESTOR TO GET INFO ON MATS NEEDS	-----		
CHECKS SCHEDULE BOOK TO DETERMINE IF MATERIALS AVAILABLE	-----		
LOCATES SCHEDULE CARD TO RECORD DATE NEEDED	-----		
CHOOSES ALTERNATE DATE TO RESERVE MATERIALS	-----		
WRITES DATE SCHEDULED TO RECORD DATE NEEDED	-----		
WRITES REQUESTORS NAME TO RESERVE MATERIALS	-----		
WRITES DATE AND NAME ON CARD TO INFORM REQUESTOR	-----		
SENDS NOTIFICATION TO REQUESTOR TO INFORM OF DATE SCHEDULED	-----		
FILES COPY OF SCHEDULE CARD TO KEEP RECORD	-----		
READS DAILY SCHEDULE TO IDENTIFY MATERIALS NEEDED	-----		
CALLS CUSTODIAN TO HAVE MATERIALS DELIVERED	-----		
CHECKS SCHEDULE CARD TO RECORD ITEMS RETURNED	-----		
CALLS ROOM COORDINATOR TO SCHEDULE CONFERENCE ROOMS	-----		
WRITES IN TIME CHART TO SCHEDULE CONFERENCE ROOMS	-----		
COPIES INFORMATION TO WORKSHEET TO RESERVE PROJECTIONIST	-----		
SCHEDULES BUS AND DRIVER TO RESERVE FOR FIELD TRIP	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.18 TO IMPROVE DISTRIBUTION SYSTEM	-----	-----------	-----------
ANALYZES FLOW TO IDENTIFY MAJOR STEPS	-----		
DISCUSSES WITH WORKERS TO IDENTIFY MAJOR PROBLEMS	-----		
EXAMINES FORMS USED TO IDENTIFY NEEDED IMPROVEMENTS	-----		
DESIGNS NEW FORMS TO IMPROVE RECORD KEEPING	-----		
PLANS NEW SCHEDULING SYSTEM TO IMPROVE SCHEDULING	-----		
EXAMINES CURRENT ROUTING LISTS TO IDENTIFY MAJOR PROBLEMS	-----		
PLANS NEW ROUTING LIST TO IMPROVE CIRCULATION	-----		
ANALYZES CIRCULATION RECORDS TO COMPUTE USAGE FIGURES	-----		
ADDS UP TIMES EQUIPMENT USED TO COMPUTE USAGE FIGURES	-----		
ANALYZES USAGE FIGURES TO PROJECT EQUIPMENT NEEDS	-----		
LISTS PROJECTED EQUIPMENT NEEDS TO PROVIDE BUDGET INFORMATION	-----		
7.19 TO DISTRIBUTE MATERIALS AND EQUIPMENT	-----	-----------	-----------
SETS UP CIRCULATION DESK DAILY TO PREPARE FOR DISTRIBUTION	-----		
PRESTAMPS DATE DUE CARDS TO PREPARE FOR DISTRIBUTION	-----		
CHECKS LIST TO DETERMINE IF MATERIALS AVAILABLE	-----		
LOCATES REQUESTED MATERIAL TO ASSIST REQUESTOR	-----		
LOGS OUT MATERIALS AND EQUIPMENT TO HAVE RECORD OF LOAN	-----		
WRITES LIBRARY CARD TO ASSIST CHILDREN	-----		
FILES CARDS BY DATE DUE TO HAVE RECORD OF LOAN	-----		
CALCULATES USED CHECK OUT CARDS TO COMPILE DAILY REPORT	-----		
ALPHABETIZES CHECK OUT CARDS TO PREPARE TO FILE	-----		
FILES CHECK OUT CARDS TO KEEP RECORD	-----		
MARKS WEEKLY TAG OF MATS LOANED TO HAVE WEEKLY RECORD	-----		
COPIES INFORMATION TO NEW CARD TO REPLACE DAMAGED CARD	-----		
REVIEWS CIRCULATION RECORDS TO WRITE OVERDUE NOTICES	-----		
LISTS OVERDUE MATERIALS TO KEEP RECORD	-----		
WRITES CARDS TO DELIQUENTS TO INFORM OF OVERDUE MATERIALS	-----		
COMPUTES AND RECORDS PAYMENTS TO KEEP RECORD	-----		
LOGS IN RETURNED MATS. & EQUIP. TO HAVE RECORD OF RETURN	-----		
INSPECTS RETURNED MATERIALS TO CHECK FOR DAMAGE	-----		
WRITES INFORMATION ON CARD TO RECORD DAMAGED MATERIALS	-----		
REMOVES DAMAGED MATERIALS TO KEEP FROM CIRCULATION	-----		
7.20 TO STORE MATERIALS AND EQUIPMENT	-----	-----------	-----------
SORTS MATERIALS TO PREPARE FOR SHELVING	-----		
PLACES MATERIALS ON SHELVES TO STORE FOR NEXT USE	-----		
STORES TAPES ON RACK TO STORE FOR NEXT USE	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
WRITES SHELF LIST CARDS TO IDENTIFY LOCATION OF MATERIALS	-----		
ARRANGES SHELF LIST CARDS TO PREPARE FOR FILING	-----		
CLEANS AND DUSTS MATERIALS TO MAINTAIN CONDITION	-----		
7.21 TO LOCATE CURRICULUM MATERIALS	-----	-----------	-----------
READS FLYERS AND MAGAZINES TO IDENTIFY CURRICULUM MATERIALS	-----		
FILES REFERENCES BY SUBJECT AREA TO COMPILE MATERIALS FILE	-----		
DISCUSSES WITH TEACHER TO DETERMINE NEEDS AND OBJECTIVES	-----		
ANALYZES MATERIALS FILE TO SELECT REFERENCES	-----		
DISCUSSES WITH TEACHER TO EVALUATE MATERIALS AVAILABLE	-----		
DISCUSSES WITH TEACHER TO EXPLAIN REFERENCE SOURCES	-----		
ADVISES TEACHERS TO INFORM OF MATERIALS AVAILABLE	-----		
READS CURRICULUM MATERIALS TO INFORM OF MATERIALS AVAILABLE	-----		
7.22 TO TRACE MISSING MATERIALS AND EQUIPMENT	-----	-----------	-----------
COMPARES SCHEDULE CARD WITH STOCK TO ASCERTAIN MISSING ITEM	-----		
CALLS LAST USER TO INFORM OF MISSING ITEM	-----		
LISTS MISSING ITEMS TO PREPARE REPLACEMENT LIST	-----		
WRITES TO CENTRAL OFFICE TO REQUEST REPLACEMENT ITEMS	-----		
7.23 TO INSTALL EQUIPMENT SYSTEMS	-----	-----------	-----------
UNPACKS EQUIPMENT TO PREPARE FOR INSTALLATION	-----		
HOOKS UP EACH COMPONENT TO PREPARE TO TEST	-----		
OPERATES EACH COMPONENT TO TEST WORKING ORDER	-----		
READS EQUIPMENT MANUAL TO DETERMINE EQUIPMENT OPERATION	-----		
READS PHYSICAL SCHEMATIC TO DETERMINE EQUIPMENT LAYOUT	-----		
READS WIRING DIAGRAMS TO DETERMINE ELECTRICAL LAYOUT	-----		
LAYS OUT COMPONENTS TO TEST OUT INTERFACE	-----		
HOOKS UP COMPONENTS TO TEST OUT INTERFACE	-----		
OPERATES SYSTEM TO TEST WORKING ORDER	-----		
EXAMINES FLOOR PLAN TO DETERMINE LOCATION FOR COMPONENTS	-----		
HOOKS UP COMPONENTS TO INSTALL	-----		
WIRES COMPONENTS TOGETHER TO INSTALL	-----		
OPERATES SYSTEM TO TEST WORKING ORDER	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.24 TO ASSEMBLE CROSS MEDIA KITS			
READS SPECIFICATIONS TO DETERMINE CONTENTS AND NUMBER	-----	-----------	-----------
SPEAKS TO PRODUCER TO OBTAIN SAMPLE COMPONENTS	-----		
STACKS UP COMPONENTS TO DETERMINE BOXING CONFIGURATION	-----		
MEASURES COMPONENTS TO DETERMINE SIZE OF BOX	-----		
CALLS BOX MANUFACTURER TO ORDER BOXES	-----		
CALLS DESIGNER TO OBTAIN COPY FOR LABELS	-----		
CALLS PRODUCER TO OBTAIN TYPE STYLE FOR LABELS	-----		
CALLS PRINTER TO ORDER LABELS	-----		
CALLS PRODUCER TO OBTAIN COMPLETE MATERIALS	-----		
PUTS MATERIALS IN PILES TO PREPARE TO COLLATE	-----		
SELECTS ONE ITEM FROM EACH PILE TO COLLATE MATERIALS	-----		
PLACES COLLATED MATERIALS IN BOX TO PACK BOXES	-----		
CHECKS COMPONENTS TO ENSURE COMPLETE	-----		
PUTS TAPE ON BOXES TO SEAL BOXES	-----		
PUTS LABEL ON BOXES TO IDENTIFY BOXES	-----		
CARRIES BOXES TO STORE ROOM TO STORE BOXES	-----		
7.25 TO MAKE CCTV BROADCASTS			
SCHEDULES TIME AND DATE TO ARRANGE FOR CCTV BROADCAST	-----	-----------	-----------
OPERATES VIDEOTAPE RECORDER TO RECORD PROGRAMS FROM NETWORK	-----		
OPERATES VIDEOTAPE RECORDER TO TRANSMIT PROGRAMS FROM NETWORK	-----		
WRITES NAME OF PROGRAM TO HAVE RECORD OF RECORDING	-----		
LISTS PROGRAMS RECORDED TO COMPILE MONTHLY LOG	-----		
USES COTTON SWABS AND ALCOHOL TO CLEAN HEADS ON VIDEOTAPE RECORDER	-----		
7.26 TO MAKE RADIO BROADCAST			
CHECKS ASSIGNED SCHEDULE TO SELECT REQUIRED TAPES	-----	-----------	-----------
ARRANGES TAPES IN RACK TO PREPARE TO BROADCAST	-----		
OPERATES BROADCAST CONSOLE TO SWITCH PROGRAM SOURCES	-----		
OPERATES TAPE RECORDER TO PLAY INSTRUCTIONAL TAPES	-----		
OBSERVES AUDIO METERS TO MONITOR BROADCAST SIGNAL	-----		
READS ALOUD TO MAKE RADIO ANNOUNCEMENTS	-----		
READS ALOUD TO ANNOUNCE STATION IDENTIFICATION	-----		
VISUALLY INSPECTS TAPES TO CHECK FOR BREAKAGES	-----		
CARRIES TAPES TO STORAGE TO STORE FOR NEXT USE	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.27 TO PREPARE TO PRESENT MULTIMEDIA PRODUCTIONS	-----	-----------	-----------
DISCUSSES WITH PROMOTOR TO DETERMINE ROOM SIZE & CHARACTER	-----		
DISCUSSES WITH PROMOTOR TO DETERMINE GROUP SIZE & CHARACTER	-----		
CHECKS PERSONAL SCHEDULE TO SCHEDULE TIME & DATE	-----		
CALLS ASSOCIATE TO REQUEST ASSISTANCE IN PRESENT	-----		
VISITS PRESENTATION LOCATION TO VIEW PHYSICAL FACILITIES	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PROJECTOR PLACEMENT	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE SIZE OF IMAGE & LENSES	-----		
ANALYZES PHYSICAL FACILITIES TO DETERMINE PLACEMENT OF AUDIENCE	-----		
CALLS SUPPLIES DEPARTMENT TO REQUEST TABLE & SCREENS DELIVERY	-----		
ANALYZES EQUIPMENT NEEDS TO PLAN EQUIPMENT ACQUISITION	-----		
CALLS EQUIPMENT SUPPLIER TO REQUEST EQUIP DELIVERY & SET UP	-----		
RESEARCHES PERSONAL FILES TO LOCATE APPROPRIATE MATERIALS	-----		
STANDS UP SCREENS TO PREPARE FOR PRESENTATION	-----		
PLACES TABLES IN POSITION TO PREPARE FOR PRESENTATION	-----		
SETS UP SLIDE PROJECTORS TO PREPARE TO PROJECT SLIDES	-----		
CHECKS IMAGE SIZE AND CLARITY TO PREPARE TO PROJECT SLIDES	-----		
SETS UP TAPE RECORDER TO PREPARE FOR PLAYBACK	-----		
CHECKS AUDIO LEVEL TO ENSURE ADEQUATE SOUND	-----		
SETS UP CONTROL DEVICE TO PREPARE FOR PRESENTATION	-----		
TESTS CONTROL DEVICE TO PREPARE FOR PRESENTATION	-----		
RUNS THROUGH PRESENTATION TO CHECK FOR TECHNICAL ACCURACY	-----		
TAPES EXTENSION CORDS TO FLOOR TO PREPARE FOR PRESENTATION	-----		
7.28 TO ASSIST IN UTILIZATION OF SELF INSTRUCTION LAB	-----	-----------	-----------
MAKES MARK IN REGISTER TO RECORD STUDENT PRESENCE	-----		
LOADS AUTOTUTOR MACHINE TO PREPARE FOR USE	-----		
MOVES COUNTER DIAL TO FRAME TO PREPARE FOR USE	-----		
TALKS WITH STUDENT TO ASSIST WITH PROBLEMS	-----		
RECORDS ERRORS AND FRAME NUMBER TO RECORD STUDENT PROGRESS	-----		
OBSERVES STUDENTS USING AUTOTUTOR TO ASSIST IF NEEDED	-----		
UNLOADS AUTOTUTOR MACHINE TO STORE TAPE	-----		
ASSIGNS LETTER GRADES TO RECORD STUDENT PROGRESS	-----		
OBSERVES STUDENTS USING DICTAPHONE TO ASSIST IF NEEDED	-----		
SHOWS HOW TO OPERATE DICTAPHONE TO INSTRUCT STUDENTS	-----		
SUPERVISES STUDENT AIDE TO ENSURE CORRECT PERFORMANCE	-----		
SHOWS HOW TO OPERATE AUTOTUTOR TO INFORM AIDES OF OPERATION	-----		
SHOWS HOW TO REPLACE BULBS TO INFORM AIDES OF OPERATION	-----		
CALLS REPAIRMAN TO REQUEST REPAIR OF AUTOTUTOR	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.29 TO ASSIST IN UTILIZATION OF LANGUAGE LAB	-----	----------	----------
CHECKS STUDENT SCHEDULE TO IDENTIFY CORRECT ASSIGNMENT	-----		
LOCATES AUDIO TAPE CARTRIDGES TO PREPARE FOR OPERATION OF LAB	-----		
LOADS CARTRIDGES IN CONSOLE TO PREPARE FOR OPERATION OF LAB	-----		
COPIES DIRECTIONS ON BLACKBOARD TO PREPARE FOR OPERATION OF LAB	-----		
OBSERVES STUDENTS IN LAB TO ENSURE COMPLETION OF ASSIGNMENT	-----		
GIVES DIRECTIONS TO STUDENTS TO ASSIST IN EQUIPMENT OPERATION	-----		
OBSERVES STUDENTS TO ASSIST WITH PROBLEMS	-----		
OPERATES TWO TAPE RECORDERS TO MAKE MASTER TAPE RECORDING	-----		
OPERATES AUDIO TAPE CONSOLE TO MAKE TAPE CARTRIDGES	-----		
LABELS CARTRIDGES TO IDENTIFY FOR FUTURE USE	-----		
PLACES TAPE CARTRIDGES ON SHELF TO STORE FOR FUTURE USE	-----		
OPERATES TYPEWRITER TO LIST INVENTORY OF HOLDINGS	-----		
CLEANS LANGUAGE LAB EQUIPMENT TO ENSURE GOOD WORKING ORDER	-----		
TESTS LANGUAGE LAB EQUIPMENT TO LOCATE OPERATING FLAWS	-----		
LISTS OPERATING FLAWS IN EQUIP TO INFORM REPAIR TECHNICIAN	-----		
7.30 TO ASSIST IN UTILIZATION OF CONFERENCE ROOM	-----	----------	----------
DISCUSSES WITH PRESENTOR TO CLARIFY PRESENTATION DETAILS	-----		
ARRANGES FURNITURE TO PREPARE FOR CONFERENCE SESSION	-----		
SETS UP APPROPRIATE EQUIPMENT TO PREPARE FOR CONFERENCE SESSION	-----		
OPERATES REAR SCREEN OVERHEAD TO SHOW VISUALS	-----		
READS SCRIPT TO CHANGE OVERHEADS ON CUE	-----		
CHANGES VISUALS ON APPROP. OVERHEAD TO PROVIDE ILLUSTRATIONS	-----		
CHANGES PROJECTOR BULBS & FUSES TO MAINTAIN IN WORKING ORDER	-----		
OPERATES TAPE RECORDER TO RECORD CONFERENCE SESSIONS	-----		
REPAIRS MINOR FLAWS IN LECTERN TO MAINTAIN IN WORKING ORDER	-----		
WRITES CONFERENCE ROOM HANDBOOK TO DESCRIBE SCHEDULING PROCEDURES	-----		
DESIGNS CUE SHEET TO ASSIST PROJECTIONIST & SPEAKER	-----		
7.31 TO ASSIST IN UTILIZATION OF CAI CENTER	-----	----------	----------
ASSIGNS WORK ON DAILY BASIS TO SCHEDULE WORK LOADS	-----		
GIVES INSTRUCTIONS ON OPERATION TO SUPERVISE ASSISTANTS	-----		
OPERATES COMPUTER TERMINAL TO LIST MESSAGES RECEIVED	-----		
OPERATES XEROX TO MAKE COPIES OF MESSAGES RECEIVED	-----		
DISTRIBUTES MESSAGES RECEIVED TO INFORM PROJECT STAFF	-----		
OPERATES COMPUTER TERMINAL TO MAKE PROGRAM TAPES	-----		
OPERATES COMPUTER TERMINAL TO UNSAVE OLD PROGRAMS	-----		
CHANGES TAPE IN CONSOLE TO MAKE MACHINE OPERATIONAL	-----		

7. SUPPORT-SUPPLY FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
7.32 TO ASSIST IN UTILIZATION OF GRAPHICS LAB	-----	----------	----------
READIES MATS AND EQUIPMENT IN LAB TO PREPARE FOR STUDENT USE	-----		
LAYS OUT INKS AND FILM IN LAB TO PREPARE FOR STUDENT USE	-----		
TURNS ON DRYMOUNT PRESS TO PREPARE FOR STUDENT USE	-----		
OBSERVES STUDENTS TO ASSIST IF NEEDED	-----		
7.33 TO ASSIST IN UTILIZATION OF EDEX SYSTEM	-----	----------	----------
DISCUSSES WITH INSTRUCTOR TO IDENTIFY PROGRAM NEEDED	-----		
SETS UP EDEX CONSOLE TO PREPARE FOR INSTRUCTOR	-----		
EXPLAINS OPERATION OF EDEX CONSOLE TO INFORM INSTRUCTOR	-----		
PRESSES BUTTON ON CONSOLE TO RESTORE SYNCHRONIZATION	-----		
CLEANS HEADS ON EDEX CONSOLE TO KEEP IN WORKING ORDER	-----		
7.34 TO MAKE ARRANGEMENTS FOR FILM PREVIEWING	-----	----------	----------
WRITES TITLE AND REQUESTOR TO RECORD REQUEST	-----		
USES REFERENCE BOOKS TO CHECK ACCURACY OF FILM NOTATION	-----		
OPERATES TYPEWRITER TO TYPE FORM REQUEST	-----		
WRITES INFO ON FILE CARD TO RECORD REQUEST	-----		
WRITES CONFIRMATION DATA ON CARD TO RECORD CONFIRMATION	-----		
WRITES INFO ON FILM IN LOG BOOK TO RECORD RECEIPT OF FILM	-----		
DISCUSSES WITH REQUESTOR TO SCHEDULE PREVIEW TIME	-----		
IDENTIFIES APPROP PERSONS TO ASK THEM TO PREVIEW FILMS	-----		
ARRANGES CHAIRS TO PREPARE PREVIEW ROOM	-----		
OPERATES MOVIE PROJECTOR TO SHOW FILM	-----		
WRITES COMMENTS OF AUDIENCE TO RECORD RECOMMENDATIONS	-----		
WRITES DATE IN LOG BOOK TO RECORD PREVIEW DATA	-----		
OPERATES TYPEWRITER TO TYPE FILM MAILING LABEL	-----		
TRACES LOST FILM TO RETURN TO DISTRIBUTOR	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

6. UTILIZATION FUNCTION.	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION FUNCTION. CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MOST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
6.01 TO HELP STUDENT IDENTIFY LEARNING INTERESTS AND SELECT OBJECTIVES	-----	----------	----------
TRAVELS TO SCHOOL BLDG TO MAKE SELF AVAILABLE TO STUDENTS	-----		
LISTENS TO STUDENT TO INITIATE CONVERSATION	-----		
READS STUDENT RECORDS TO IDENTIFY RELATIVE EDUC ACHIEVE	-----		
PROBES STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
READS STUDENT RECORDS TO IDENT SOCIAL/ETHNIC DIFFERENCE	-----		
READS STUDENT RECORDS TO IDENTIFY INTEREST/ATTITUDE	-----		
CONVERSES WITH STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
RESPONDS TO STUDENT TO ENCOURAGE LEARNING INTERESTS	-----		
MAKES SUGGESTIONS TO STUDENT TO IDENTIFY INTEREST AND TALENT	-----		
READS STUDENT RECORDS TO IDENTIFY PAST LEARNING IN AREA	-----		
READS STUDENT RECORDS TO IDENT LANG DIFFICULTIES IN AREA	-----		
DISCUSSES WITH STUDENT TO REVIEW PAST LANG & PROBS IN AREA	-----		
DISCUSSES WITH STUDENT TO IDENT IMPLIC OF PAST FOR PRES	-----		
ANALYZES WITH STUDENT TO NARROW INTER BASED ON PAST/PRES	-----		
ANALYZES WITH STUDENT TO TRANSLATE INTEREST TO BROAD OBJ	-----		
SPEAKS WITH STUDENT TO PROVIDE INPUT ON BROAD OBJS	-----		
ANALYZES WITH STUDENT TO NARROW BROAD OBJECTIVES	-----		
ANALYZES WITH STUDENT TO TRANSLATE BROAD TO BEHAV OBJS	-----		
EVALUATES BEHAVIORAL OBJS W STUDENT TO SELECT OBJS OF IMMED INTER	-----		
ANALYZES WITH STUDENT TO DEVELOP LEARNING SEQ FOR OBJ	-----		
6.02 TO HELP STUDENT SELECT LEARNING ACTIVITIES TO MEET OBJECTIVES	-----	----------	----------
ADMINISTERS TESTS TO STUDENT TO TEST STUDENT LEARNING STYLE	-----		
READS TEST RESULTS TO ANALYZE STUDENT LEARNING STYLE	-----		
INSTRUCTS STUDENT TO EXPLAIN HIS LEARNING STYLE	-----		
DISCUSSES WITH STUDENT TO EXPLAIN IDEA OF LANG PREFERENCE	-----		
READS LISTING OF LEARNING ACTIVS TO IDENT PREPCAGED ACTIVS IN SYST	-----		

8. UTILIZATION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
READS LISTING TO IDENT LRNG ACTIVS RELAT TO OBJ	-----		
COMPARES STUD & ACTIV OBJECTIVES TO SELECT ACTIVS RELEVANT TO STUD	-----		
DISCUSSES WITH STUDENT TO EXPLAIN DIFFERENT ACTIVS	-----		
ANALYZES LEARNING ACTIVS TO IDENT HUMAN/MEDIA MIX	-----		
ANALYZES LEARNING ACTIVS TO IDENT INDIV/GROUP MIX	-----		
COMPARES ACTIVS/LEARNING STYLE TO IDENTIFY MATCHES	-----		
DISCUSSES WITH STUDENT TO IDENT STUD LRNG PREFERENCE	-----		
COMBINES ACTIV/STYLE/PREFERENCE TO MAKE LRNG ACTIV SUGGESTIONS	-----		
DISCUSSES WITH STUDENT TO EVAL SUGGESTED ACTIVS	-----		
LISTENS TO STUDENT FEEDBACK TO IDENT PROBS W CURRENT LRNG ACT	-----		
COMBINES DIFFERENT ACTIVS TO GENERATE NEW SETS OF ACTIVS	-----		
DISCUSSES WITH STUDENT TO EVAL COMBINED ACTIVS	-----		
LISTENS TO FEEDBACK FR STUDENT TO IDENT ACTIV PROBS NOT SOLVED	-----		
DISCUSSES WITH STUDENT TO IDENT STUD IDEAS FOR LRNG ACTIV	-----		
CONSULTS WITH STUDENT TO HELP DESIGN INDIV LRNG ACTIVS	-----		
8.03 TO HELP STUDENT PREPARE TO USE LEARNING ACTIVITY	-----	-----------	-----------
DISCUSSES WITH STUDENT TO ARRANGE TIME FOR LEARNING ACTIV	-----		
CALLS PEOPLE--TEACHER/STUDENTS TO ARRANGE FOR HUMAN COMP OF LA	-----		
CALLS INST MATER CENTER TO SCHEDULE MATERIAL COMP OF LA	-----		
DISCUSSES WITH STUDENT TO EXPLAIN LOGISTIC ASPECTS OF LA	-----		
DISCUSSES WITH STUDENT TO EXPLAIN UNIQUE COMPONENTS OF LA	-----		
DISCUSSES WITH STUDENT TO REVIEW OBJECTIVES OF LA	-----		
DISCUSSES WITH STUDENT TO ENCOURAGE INTEREST IN LRNG ACTIV	-----		
DISCUSSES WITH STUDENT TO EXPLAIN ASSESSMENT PROCEDURES	-----		
ADMINISTERS PRE-TEST TO COLLECT BASE LEVEL DATA ON OBJ	-----		
LISTENS TO STUDENT TO ANSWER QUES ON USE OF LRNG ACTIV	-----		
8.04 TO LECTURE/MAKE MEDIA PRESENTATIONS TO LARGE STUDENT GROUPS	-----	-----------	-----------
SPEAKS TO STUDENTS TO IDENTIFY OBJECTIVES OF PRESENTAT	-----		
SPEAKS TO STUDENTS TO EXPLAIN IMPORTANCE OF OBJECTIVES	-----		
DISCUSSES WITH STUDENTS TO IDENT GRP EXPECTATIONS FOR PRES	-----		
SPEAKS TO STUDENTS TO PRESENT LECTURE INFORMATION	-----		
SPEAKS TO STUDENTS TO EXPLAIN SPECIAL MEDIA TECHNIQUES	-----		
OPERATES MEDIA EQUIPMENT TO PRESENT INFORMATION	-----		
DISCUSSES WITH STUDENTS TO ASK STUDENTS QUESTIONS	-----		
ANALYZES QUESTION/ANSWERS TO EVALUATE STUDENT UNDERSTANDING	-----		
ANALYZES QUESTION/ANSWERS TO EVAL PRESENTATION EFFECTIVENESS	-----		
OBSERVES DEGREE OF STUD INVOLVEMENT TO EVAL PRESENTATION EFFECTIVENESS	-----		
OBSERVES NON-VERBAL BEHAV (BOREDOM) TO EVAL PRESENTATION EFFECTIVENESS	-----		

8. UTILIZATION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TRANSLATES EVALUATION TO CHANGE PRESENTATION	-----		
LISTENS TO STUDENTS TO RESPOND TO STUDENT QUESTIONS	-----		
SPEAKS TO STUDENTS TO RESPOND TO STUDENT QUESTIONS	-----		
8.05 TO MONITER INDIVIDUALIZED INSTRUCTION/SELF-INSTRUCTIONAL MEDIA			
WRITES ON STUDENT RECORD TO NOTE STUDENT ATTENDANCE	-----	-----------	-----------
WRITES ON STUDENT RECORD TO NOTE LEARNING ACTIVITY USED	-----		
CHECKS MATERS FOR LRNG ACTIV TO CHECK IF READY FOR STUDENT	-----		
CALLS PEOPLE/MATER CTR TO OBTAIN MISSING COMPONENTS	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN HANDLING MATERS	-----		
DISCUSSES WITH STUDENT TO EXPLAIN HANDLING OF MATERIALS	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN UNDERSTANDING	-----		
OBSERVES STUDENTS USING MATERS TO IDENT PROBS IN PERF ACTIVS	-----		
DISCUSSES WITH STUDENT TO ASCERTAIN IF PROBLEM	-----		
LISTENS TO STUDENT TO UNDERSTAND PROBLEM	-----		
DISCUSSES WITH STUDENT TO SOLVE PROBLEM IF SIMPLE	-----		
DISCUSSES WITH STUDENT TO RECOMMEND TUTOR TO SOLVE PROB	-----		
CALLS TUTOR TO ARRANGE FOR STUDENT SESSION	-----		
8.06 TO ACT AS RESOURCE FOR INDIV/GROUP DIRECTED LEARNING ACTIVITIES			
TRAVELS TO SCHOOL TO BE AVAILABLE TO STUDENTS	-----	-----------	-----------
WRITES CAPABILITIES/INTERESTS RESUME TO IDENT CAPAB/INTER TO STUDENTS	-----		
WAITS IN OFFICE TO BE AVAILABLE TO STUDENTS	-----		
SPEAKS TO STUDS PERF LRNG ACTIVS TO ASCERTAIN OBJS AND ACTIVS	-----		
SPEAKS TO STUDS PERF LRNG ACTIVS TO ASCERTAIN POSSIB ROLE FOR SELF	-----		
LISTENS TO STUDENTS TO LEARN IF THEY NEED/WANT HELP	-----		
SPEAKS TO STUDENTS TO INDICATE ACCEPT OF NEGAT RESP	-----		
LISTENS TO STUDENT QUESTIONS TO CARRY OUT POSITIVE RESP	-----		
DISCUSSES WITH STUDENTS TO PHRASE QUESTIONS IN OTHER WAYS	-----		
ASKS STUDENTS QUESTIONS TO PROBE PROBLEMS/UNDERSTANDINGS	-----		
INSTRUCTS STUDENTS TO EXPLAIN CONCEPT/INFORMATION	-----		
PERFORMS ACTIVITY TO DEMONSTRATE ACTIVITY	-----		
LISTENS/LOOKS/PERFORMS W STUDENTS TO PARTICIPATE IN LRNG ACTIV	-----		
DISCUSSES WITH STUDENTS TO INDICATE FURTHER RESOURCES	-----		
LISTENS TO STUDENTS TO LEARN WHEN NO LONGER NEEDED	-----		
SPEAKS TO STUDENTS TO INDICATE AVAILABILITY	-----		

8. UTILIZATION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
8.07 TO FACILITATE GROUP LEARNING PROCESS	-----	----------	----------
INSTRUCTS GROUP TO EXPLAIN FACILITATOR ROLE	-----		
INSTRUCTS GROUP TO EXPLAIN CONTENT/PROCESS DIFF	-----		
OBSERVES GROUP LEARNING PROCESS TO GATHER DATA FOR OBSERVATIONS	-----		
ANALYZES GROUP PROCESS TO EVALUATE RESOURCE UTILIZATION	-----		
ANALYZES GROUP PROCESS TO EVALUATE INTERPERSONAL RELATIONS	-----		
ANALYZES GROUP PROCESS TO EVAL SUPPORTIVENESS OF MEMBERS	-----		
ANALYZES GROUP PROCESS TO EVAL AGREEMENT ON COMMON GOAL	-----		
ANALYZES GROUP PROCESS TO EVAL PROBLEM SOLVING PROCESS	-----		
ANALYZES GROUP PROCESS TO EVAL AMOUNT/TYPE OF AFFECT	-----		
ANALYZES GROUP PROCESS TO EVAL SUCCESS IN WORKING TO GOAL	-----		
SPEAKS TO GROUP TO MAKE PROCESS INTERVENTION	-----		
DISCUSSES WITH GROUP TO SUGGEST ANALYSIS OF PROCESS	-----		
SPEAKS TO GROUP TO PROVIDE INPUT WHERE APPROPRIATE	-----		
8.08 TO TUTOR INDIVIDUAL STUDENTS WITH LEARNING DIFFICULTIES	-----	----------	----------
LISTENS TO STUDENTS TO HEAR STUD PERCEPT OF LRNG PROB	-----		
QUESTIONS STUDENTS TO IDENT WHAT STUD DOES UNDERSTAND	-----		
QUESTIONS STUDENTS TO IDENT PARAMETERS OF LRNG PROB	-----		
READS STUDENT RECORDS TO IDENT SIMILAR PAST LRNG PROBS	-----		
READS STUDENT RECORDS TO IDENT PAST LRNG SUCCESSES	-----		
READS STUDENT RECORDS TO IDENT LEARNING STYLE	-----		
READS STUDENT RECORDS TO IDENT AFFECTIVE FACTORS	-----		
DISCUSSES WITH STUDENT TO IDENT CURRENT PEER/FAMILY RELATS	-----		
SYNTHESIZES FACTORS TO FORMULATE TENTATIVE APPROACH	-----		
DISCUSSES WITH STUDENT TO HAVE STUD EVAL TUTOR APPROACH	-----		
SPEAKS TO STUDENT TO PRESCRIBE REMEDIAL LRNG ACTIVS	-----		
ASKS STUDENTS QUESTIONS TO PROBE UNDERSTANDINGS/PROBLEMS	-----		
PERFORMS ACTIVITY TO DEMONSTRATE ACTIVITY	-----		
SPEAKS TO STUDENT TO EXPLAIN IN NEW WAY	-----		
LISTENS TO STUDENT RESPS/QUES TO EVAL STUDENT LEARNING	-----		
SPEAKS TO STUDENT TO ANSWER QUESTIONS	-----		
ANALYZES STUDENT FEEDBACK TO REVISE TUTORING APPROACH	-----		
8.09 TO FOLLOW UP STUDENT WORK ON LEARNING ACTIVITY	-----	----------	----------
DISCUSSES WITH STUDENT TO OBTAIN IMPRESSION OF LRNG EXPER	-----		
ADMINISTERS POST-TEST TO ASCERTAIN STUDENT LEARNING	-----		
COMPARES PRE-AND POST-TESTS TO DETERMINE IF STUD MET OBJECTIVE	-----		
WRITES POST-TEST SCORE TO ADD TO STUDENT RECORD	-----		

8. UTILIZATION FUNCTION.	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SPEAKS TO STUDENT TO EXPLAIN POST-TEST	-----		
SPEAKS TO STUDENT TO IDENTIFY OBJECTIVES NOT MET	-----		
LISTENS TO STUDENT TO GET STUD VIEW OF TEST/OBJS	-----		
SPEAKS TO STUDENT TO SUGGEST RECYCLE THROUGH PROCESS	-----		
EXPLAINS LRNG ACTIV EVAL FORM TO HAVE STUD EVAL LRNG ACTIV	-----		
SENDS NEG EVALS TO MATER EVALUATOR TO HAVE LRNG ACTIV REVISED/ELIMINATE	-----		
CALLS PARENT TO ARRANGE FOR MEETING	-----		
DISCUSSES WITH STUDENT/PARENT TO EXPLAIN STUDENT PROGRESS	-----		
LISTENS TO PARENT TO UNDERSTAND PARENT CONCERNS	-----		
DISCUSSES WITH PARENT/STUDENT TO POINT OUT STUDENT CONCERNS	-----		
ANALYZES PARENT/STUDENT DIFFERENCES TO RESOLVE POSSIBLE CONFLICT	-----		
DISCUSSES DIFFS W PARENT/STUDENT TO RESOLVE POSSIBLE CONFLICT	-----		
EVALUATES STUDENT/PARENT CONF TO WRITE REPORT	-----		
WRITES REPT OF STUD/PARENT CONF TO KEEP RECORD OF PROGRESS	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

	CHECK	TIME SPENT	IMPORTANCE TO YOUR JOB
9. UTILIZATION-DISSEMINATION FUNCTION LISTED BELOW ARE TASKS PERFORMED IN THE UTILIZATION-DISSEMINATION FUNCTION CHECK ALL TASKS WHICH YOU PERFORM. ADD ANY TASKS YOU DO WHICH ARE NOT LISTED. THEN RATE TIME SPENT (1-5) AND IMPORTANCE TO YOUR JOB (1-5) FOR THOSE UNDERLINED PURPOSE STATEMENTS WHICH YOU HAVE CHECKED.	(✓) IF TASK DONE	1.LARGE AMT BUT ONLY AT SOME TIMES OF THE YEAR 2.SMALL AMT 3.MODERATE AMOUNT 4.LARGE AMT 5.MUST OF MY TIME	1.NOT IMPORTANT 2.FAIRLY IMPORTANT 3.IMPORTANT 4.VERY IMPORTANT 5.ESSENTIAL
9.01 TO MAINTAIN PROFESSIONAL STATUS/KEEP UP IN FIELD	-----	----------	----------
READS BOOKS/JOURNAL ARTICLES TO LEARN ISSUES/NEW KNOWLEDGE	-----		
JOINS PROFESSIONAL ASSOCIATIONS TO LEARN ISSUES/NEW KNOWLEDGE	-----		
JOINS PROFESSIONAL ASSOCIATIONS TO DEVELOP PROFESSIONAL CONTACTS	-----		
ATTENDS CONVENTIONS TO LEARN ISSUES/NEW KNOWLEDGE	-----		
ATTENDS CONVENTIONS TO DEVELOP PROFESSIONAL CONTACTS	-----		
WRITES ARTICLES/CONVENTION PAPERS TO DISSEMINATE NEW IDEAS	-----		
WRITES ARTICLES/CONVENTION PAPERS TO GAIN RECOGNITION IN FIELD	-----		
DISCUSSES WITH COLLEAGUES TO UNDERSTAND ISSUES IN FIELD	-----		
DISCUSSES WITH COLLEAGUES TO IDENTIFY BETTER JOBS IN FIELD	-----		
DISCUSSES WITH SALESMEN TO BECOME INFORMED OF NEW PRODUCTS	-----		
CIRCULATES FLYERS TO INFORM STAFF OF NEW PRODUCTS	-----		
MAINTAINS FILE OF NEW EQUIPMENT TO KEEP INFORMED ON TECHNOLOGY	-----		
9.02 TO DEVELOP DISSEMINATION STRATEGIES FOR TEACHER TRAINING PROJECT	-----	----------	----------
READS TEACHER TRAINING MATERIALS TO IDENTIFY TARGET AUDIENCE	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY GEOGRAPHICAL AREAS	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY INSTITUTIONS	-----		
READS RE TARGET AUDIENCE TO IDENTIFY KEY INDIVIDUALS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY TIME INSTITUTION NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY STAFF INSTITUTION NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY FACILS INSTIT NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY MATS INSTIT NEEDS	-----		
ANALYZES DISSEMINATION MATERIALS TO IDENTIFY SEQUENCE/CREDIT PROBS	-----		
TRANSLATES MATERIALS TO LIST BENEFITS TO INSTITUTION	-----		
ANALYZES METHODS OF INVOLVEMENT TO INVOLVE INSTITUTION IN PROCESS	-----		
ANALYZES METHODS OF INVOLVEMENT TO INVOLVE INDIVIDUALS IN PROCESS	-----		
EXAMINES INSTIT INFLUENCE PATTERNS TO IDENTIFY DISSEMINATION FLOW	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
SYNTHESIZES BENEFITS/INVOLVE/PROBS TO DEVELOP DISSEMINATION PLAN	-----		
DISCUSSES WITH COLLEAGUES TO EVALUATE DISSEMINATION PLAN	-----		
SPEAKS WITH INTERESTED INSTITUTION TO FIELD TEST DISSEMINATION PLAN	-----		
ADMINISTERS PLAN TO FIELD TEST DISSEMINATION PLAN	-----		
EXAMINES INCREASED USE OF MATERS TO EVALUATE DISSEMINATION PLAN	-----		
SPEAKS WITH OTHER INSTITS TO OPERATIONALIZE DISSEM PLAN	-----		
9.03 TO EXPLAIN INDIVIDUALIZED INSTRUCTION PROJECT TO VISITORS	-----	----------	----------
SPEAKS TO VISITOR OR SUPERIOR TO RECEIVE REQUEST FOR INFORMATION	-----		
TALKS WITH VISITOR TO GET AQUAINTED/DISCOVER NEEDS	-----		
OPERATES SLIDE PROJECTOR TO MAKE PRESENTATION ON PROJECT	-----		
DISCUSSES WITH VISITOR TO EXPLAIN PROJECT	-----		
LISTENS TO VISITOR TO IDENTIFY QUESTIONS RE PROJECT	-----		
DISCUSSES WITH VISITOR TO ANSWER QUESTIONS RE PROJECT	-----		
INSTRUCTS VISITOR TO SUMMARIZE PROJECT CHARACTERISTICS	-----		
DRIVES VISITOR TO SCHOOL TO SHOW PROJECT IN OPERATION	-----		
INSTRUCTS VISITOR TO DESCRIBE LAYOUT OF CLASSROOM	-----		
OBSERVES CLASS W VISITOR TO SEE PROJECT IN ACTION	-----		
DISCUSSES WITH VISITOR TO IDENTIFY CHARACTERISTIC ACTS	-----		
LISTENS TO VISITOR TO IDENTIFY QUESTIONS RE PROJECT	-----		
DISCUSSES WITH VISITOR TO INDICATE ACTS ANSWERING QUESTIONS	-----		
GUIDES VISITOR TOUR TO KEEP VISITOR OUT OF TCHR WAY	-----		
SPEAKS WITH STUDENTS/TEACHERS TO ARRANGE FOR DISCUSSIONS W VISITOR	-----		
LISTENS TO VISITOR/STUD/TCHR DISC TO PROVIDE HELP IF NEEDED	-----		
DISCUSSES WITH VISITOR TO SUMMARIZE PROJECT	-----		
DISCUSSES WITH VISITOR TO THANK FOR INTEREST IN PROJECT	-----		
COLLATES PROJECT LITERATURE TO GIVE MATERIALS TO VISITOR	-----		
9.04 TO PROVIDE INFORMATION ON AV CENTER	-----	----------	----------
DEFINES MEDIA SERVICES AVAILABLE TO PREPARE FOR BROCHURE	-----		
GROUPS MEDIA SERVICES AVAILABLE TO PREPARE FOR BROCHURE	-----		
ESTIMATES COST PER ITEM TO PREPARE PRICELIST	-----		
GIVES INSTRUCTIONS TO HAVE BROCHURE DESIGNED	-----		
ANALYZES CLIENTS OF CENTER TO DEFINE POTENTIAL AUDIENCE	-----		
GIVES INSTRUCTIONS TO HAVE COPIES OF BROCHURE MAILED	-----		
DESIGNS BRIEFINGS TO DESCRIBE CENTER OPERATION	-----		
WRITES BRIEFING GUIDE TO PROVIDE BRIEFING GUIDELINES	-----		
CONDUCTS BRIEFINGS TO DESCRIBE CENTER OPERATION	-----		
USES TELEPHONE TO ANSWER QUESTIONS	-----		
TALKS WITH VISITORS TO DESCRIBE SERVICES AVAILABLE	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TALKS WITH VISITORS TO DESCRIBE CATALOGING SYSTEM	-----		
TALKS WITH VISITORS TO ASSIST IN LOCATING MATERIALS	-----		
OPERATES AV PRODUCTION EQUIPMENT TO DEMONSTRATE OPERATION	-----		
9.05 TO CONSULT ON MEDIA USE AND DESIGN	-----	----------	----------
ADVISES OUTSIDE PERSONNEL TO IMPROVE USE OF IV TECHNIQUES	-----		
EXAMINES BUILDING BLUEPRINTS TO SUGGEST IMPROVEMENTS	-----		
ADVISES OUTSIDE PERSONNEL TO IMPROVE TRAINING CENTER DESIGN	-----		
GIVES MULTI MEDIA PRESENTATION TO DEMONSTRATE USE OF MEDIA	-----		
DISCUSSES WITH AUDIENCE TO CLARIFY MEDIA PRINCIPLES USED	-----		
EXAMINES PROTOTYPE MATERIALS TO SUGGEST IMPROVEMENTS/EVALUATE	-----		
SERVES ON COMMITTEES TO DISSEMINATE INFORMATION ON MEDIA	-----		
9.06 TO PROMOTE INCREASED USE OF ITV	-----	----------	----------
DISCUSSES WITH CONTENT SPECIALISTS TO IDENTIFY APPROP PARTS OF COURSE	-----		
DESIGNS MODEL TO CLARIFY METHOD/MEDIA DECISIONS	-----		
ANALYSES RESEARCH ON ITV TO IDENTIFY RELEVANT FACTORS	-----		
ANALYSES COST EFFECTIVENESS TO DEMONSTRATE ADVANTAGES OF ITV	-----		
DISCUSSES HARDWARE SYSTEMS TO EVALUATE EFFECTIVENESS	-----		
OBSERVES HARDWARE SYSTEMS TO EVALUATE EFFECTIVENESS	-----		
WRITES REPORT TO MANAGEMENT TO PROPOSE INSTALLATION OF ITV	-----		
9.07 TO REPORT TO MANAGEMENT	-----	----------	----------
ANALYZES WORK PERFORMED IN UNIT TO PREPARE WORK PLANS	-----		
ASSIGNS WORK WEEKS TO FUNCTIONS TO PREPARE WORK PLANS	-----		
ESTIMATES WORK TO BE PERFORMED TO PREPARE WORK PLANS	-----		
ANALYZES WORK PLANS TO DEVELOP SUPPORTING BUDGET	-----		
DEVELOPS STAFF TIME/OUTPUT BUDGET TO SUPPORT WORK PLANS	-----		
WRITES PROGRESS REPORTS TO DESCRIBE WORK PERFORMED	-----		
9.08 TO INFORM TEACHERS ON AV	-----	----------	----------
DISCUSSES WITH TEACHERS TO INFORM ON MATERIALS & EQUIPMENT	-----		
ASSESSES TEACHING NEEDS TO SUGGEST APPROPRIATE MATERIALS	-----		
CIRCULATES INFORMATION TO INFORM ON MATERIALS & EQUIPMENT	-----		
PLANS WORKSHOPS TO DEMONSTRATE AV SERVICES	-----		
WRITES NOTICE TO ANNOUNCE DEMONSTRATION	-----		
OPERATES AV EQUIPMENT TO DEMONSTRATE OPERATION	-----		
GIVES MULT MEDIA PRESENTATION TO INFORM ON AV SERVICES	-----		
GIVES LECTURES TO INFORM ON LIBRARY PROCEDURES	-----		
GIVES LECTURES TO INFORM ON CAI PROGRAMING	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
GIVES LECTURES TO INFORM ON LANG LAB OPERATION	-----		
OPERATES MOVIE PROJECTOR TO DEMONSTRATE EXEMPLARY MOVIES	-----		
9.09 TO CONSULT WITH TEACHERS RE IMPROVING TEACHING BEHAVIOR	-----	-----------	-----------
READS SPECIAL PROJECT PROPOSAL TO IDENTIFY DESIRED STUD/TCHR BEHAV	-----		
SPEAKS TO TEACHER TO RECEIVE REQUEST TO CONSULT	-----		
WRITES ON FORM TO MARK FREQUENCY/TYPE STUD RESPS	-----		
COMPARES STUD FORM W DESIRED RESPS TO IDENTIFY DISCREPANCIES	-----		
ANALYZES TEACHER FORM/BEHAVIOR TO IDENTIFY WHAT CAUSING STUD DIFFS	-----		
DISCUSSES WITH TEACHER TO EXPLAIN STUD BEHAV NOT BEING MET	-----		
DISCUSSES WITH TEACHER TO EXPLAIN TCHR BEHAV CAUSING PROB	-----		
LISTENS TO TEACHER TO ENCOURAGE SUGGESTED ALTERNATIVES	-----		
INSTRUCTS TEACHER TO SUGGEST ALTERNATIVE BEHAVIORS	-----		
CONFERS WITH PRINCIPAL TO EXPLAIN SUGGESTIONS MADE TO TCHR	-----		
CONFERS WITH PRINCIPAL TO EXPLAIN HOW HE CAN HELP TEACHER	-----		
CONFERS WITH PRINCIPAL TO IDENTIFY PROJECT PROBLEMS	-----		
INSTRUCTS PRINCIPAL TO EXPLAIN USE OF PROJECT MATERIAL	-----		
OBSERVES TCHR BEHAVIOR TO NOTE IMPROVEMENTS IN TCHR BEHAV	-----		
COMPARES OLD FORM/NEW RESPS TO IDENTIFY IMPROVED STUD RESPS	-----		
COMPARES OLD FORM/NEW RESPS TO IDENTIFY IMPROVED TCHR BEHAV	-----		
DISCUSSES WITH TEACHER TO PRAISE IMPROVED PERFORMANCE	-----		
DISCUSSES WITH TEACHER TO MAKE FURTHER SUGGESTIONS	-----		
9.10 TO ADVISE PRODUCT PLANNERS ON EDUCATION MARKET	-----	-----------	-----------
COMPILES SUGGESTIONS OF EDUCATORS TO SUGGEST NEW PRODUCTS	-----		
EVALUATES NEW PRODUCT SPECS TO ALIGN W. EDUC. EXPECTATIONS	-----		
EVALUATES CHANGES IN PRODUCTS TO DETERMINE EFFECT ON ED. APPLIC.	-----		
DISCUSSES WITH PRODUCT PLANNERS TO INFORM OF EDUCATIONAL NEEDS	-----		
9.11 TO FACILITATE FULLEST USE OF COMPANY PRODUCTS	-----	-----------	-----------
IDENTIFIES COMPANY PRODUCTS TO INFORM EDUCATORS	-----		
RESOLVES USAGE PROBLEMS TO ASSIST EDUCATORS	-----		
CONDUCTS WORKSHOPS ON PRODUCTS TO ASSIST EDUCATORS	-----		
IDENTIFIES NEED TO PRODUCE PAMPHLET ON PRODUCT	-----		
WRITES PAMPHLET TO DESCRIBE APPLICATION OF PRODUCT	-----		
DISCUSSES WITH SALESMEN TO INFORM ON COMPANY PRODUCTS	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
9.12 TO ASSIST CONTENT SPECIALIST IN DEVELOPING MATERIALS			
DISCUSSES WITH CONTENT SPECIALISTS TO DEFINE TRAINING PROBLEM	-----	-----------	-----------
POSES ALTERNATIVE RESPONSES TO DEFINE TRAINING PROBLEM	-----		
EVALUATES COURSE OUTLINE TO IDENTIFY COHERENT SEGMENTS	-----		
DISCUSSES WITH CONTENT SPECIALIST TO DEVELOP ASSOCIATED TASK LIST	-----		
GIVES INSTRUCTIONS TO CONTENT SPEC TO DESCRIBE USE OF LEARNING MODES	-----		
DRAFTS LESSON PLAN TO MEET TRAINING PROBLEM	-----		
DISCUSSES WITH CONTENT SPECIALISTS TO ASSIST IN TV PROGRAM DESIGN	-----		
WRITES INSTRUCTIONS TO EXPLAIN USE OF ALGORITHMS	-----		
EVALUATES DRAFT PROGRAMS TO ASSESS METHODOLOGY USED	-----		
9.13 TO TEACH EQUIPMENT OPERATION TO TEACHERS			
SELECTS MEETING TIME AND PLACE TO HOLD DEMONSTRATION	-----	-----------	-----------
WRITES NOTICE TO PUBLICIZE DEMONSTRATION	-----		
DEMOS SUPER 8 PROJ OPERATION TO INSTRUCT IN USE	-----		
EXPLAINS SUPER 8 PROJECTOR TO DEMONSTRATE SUPER 8 OPERATION	-----		
DEMOS MOVIE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
OPERATES SLIDE PROJECTOR TO DEMONSTRATE OPERATION	-----		
DEMOS TAPE RECORDER OPERATION TO INSTRUCT IN USE	-----		
DEMOS DRYMOUNT PROCESS OPERATION TO INSTRUCT IN USE	-----		
DEMOS SLIDE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS OVERHEAD PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
DEMOS 8 MM MOVIE PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
WRITES INSTRUCTION SHEET TO DESCRIBE EQUIPMENT OPERATION	-----		
DEMOS VIDEOTAPE RECORDER OPERATION TO INSTRUCT IN USE	-----		
DEMOS FILM STRIP PROJECTOR OPERATION TO INSTRUCT IN USE	-----		
9.14 TO TEACH BASIC AV COURSE			
SHOWS POPHAM FILMSTRIP TO TEACH BEHAVIORAL OBJECTIVES	-----	-----------	-----------
DESCRIBES MAGER'S APPROACH TO TEACH BEHAVIORAL OBJECTIVES	-----		
CONDUCTS SIMULATED TASK ANALYSIS TO PROVIDE ACTIVE LEARNING	-----		
ENCOURAGES WRITING OF OBJECTIVES TO TEACH THRU ACTIVE LEARNING	-----		
ENCOURAGES WRITING OF TESTS TO TEACH THRU ACTIVE LEARNING	-----		
DESCRIBES MEDIA REQUIREMENTS TO TEACH USE OF MEDIA IN INSTRUCTION	-----		
DESCRIBES GROUP SIZE CONTINGENCIES TO TEACH USE OF MEDIA IN INSTRUCTION	-----		
ADVISES STUDENTS TO ASSIST IN TEACHING W MEDIA	-----		
ADVISES STUDENTS TO ASSIST IN MULTI-MEDIA PRESENS	-----		
OPERATES EQUIPMENT TO DEMONSTRATE EQUIPMENT OPERATION	-----		
TEACHES OVER CCTV TO INSTRUCT IN MEDIA PRODUCTION	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
TEACHES OVER CCTV TO INSTRUCT IN GRAPHICS TECHNIQUE	-----		
OPERATES TV CAMERA TO RECORD SESSION FOR ITV	-----		
ADVISES STUDENTS TO INFORM ON GRAPHICS TECHNIQUES	-----		
OPERATES INSTAMATIC MOVIE CAMERA TO DEMONSTRATE TO STUDENTS	-----		
ADVISES STUDENTS TO ASSIST IN MAKING MOVIE	-----		
ADMINISTERS PRE AND POST TESTS TO TEACH THRU REINFORCEMENT	-----		
ADMINISTERS MEDIA SKILLS TEST TO EVALUATE STUDENT PERFORMANCE	-----		
ADVISES STUDENTS TO BETTER MASTER TEACHER RELATIONS	-----		
ADVISES STUDENTS TO INFORM ON COURSES TO TAKE	-----		
GIVES MULTI MEDIA PRESENTATION TO DEMONSTRATE USE OF MEDIA	-----		
OPERATES MOVIE PROJECTOR TO SHOW EXEMPLARY MOVIES	-----		
DISCUSSES WITH STUDENTS TO CLARIFY MEDIA PRINCIPLES	-----		
9.15 TO TEACH PHOTOGRAPHY COURSE	-----	----------	----------
WRITES LESSON PLANS TO ORGANISE COURSE CONTENT	-----		
WRITES STATEMENT OF PROCESS TO DESCRIBE HOW TO DO PHOTOGRAPHY	-----		
OPERATES COPY CAMERA TO MAKE SLIDES OF EQUIPMENT	-----		
WRITES OBJECTIVES TO PRODUCE MEDIATED PRESENTATION	-----		
SELECTS SLIDES TO ARRANGE IN LOGICAL SEQUENCE	-----		
OPERATES TAPE RECORDER TO PRODUCE TAPE FOR PRESENTATION	-----		
OPERATES SIMPLE CAMERA TO DEMONSTRATE CAMERA OPERATION	-----		
DEVELOPS FILM TO DEMONSTRATE FILM DEVELOPMENT	-----		
DEVELOPS CONTACT PRINTS TO DEMONSTRATE DEVELOPMENT	-----		
EXPOSES CONTACT PRINTS IN FRAME TO DEMONSTRATE EXPOSURE	-----		
OPERATES SLIDE PROJECTOR TO SHOW EXEMPLARY SLIDES	-----		
DISCUSSES WITH STUDENTS TO CLARIFY ELEMENTS OF COMPOSITION	-----		
DISCUSSES WITH STUDENTS TO CLARIFY LENSES/SETTING DECISIONS	-----		
SUPERVISES USE OF INSTAMATIC TO PROVIDE EXPERIENCE IN PHOTOGRAPHY	-----		
DISCUSSES INSTAMATIC PICTURES TO CLARIFY COMPOSITION/SETTING	-----		
9.16 TO TEACH INTERACTION ANALYSIS	-----	----------	----------
OPERATES AUDIO TAPE RECORDER TO TAPE CLASSROOM DIALOGS	-----		
CODES CLASSROOM DIALOGS TO PROVIDE MODELS FOR INSTRUCTION	-----		
OPERATES THERMOFAX MACHINE TO PROVIDE TRANSPS OF MATRICES	-----		
DESCRIBES PROCESS OF CODING TO TEACH HOW TO CODE	-----		
OPERATES OVERHEAD PROJECTOR TO SHOW MATRICES AND CODING	-----		
OPERATES AUDIO TAPE RECORDER TO PLAYBACK CLASSROOM DIALOGS	-----		
DISCUSSES WITH STUDENTS TO CLARIFY CODING DISAGREEMENTS	-----		
ROLE PLAYS TEACHER IN CLASS TO DEMONSTRATE TEACHER BEHAVIOR	-----		

9. UTILIZATION-DISSEMINATION FUNCTION	CHECK (IF DONE)	TIME SPENT (1-5)	IMPORTANCE (1-5)
9.17 TO TEACH MICROTEACHING			
DISCUSSES WITH STUDENTS TO CLARIFY ISSUES	-----	----------	----------
DISCUSSES MICRO-TEACHING PRINCIPLES TO PREPARE TEACHER FOR TAPING	-----		
OBSERVES TEACHING EPISODE TO IDENTIFY TEACHER BEHAVIOR	-----		
CODES TEACHING BEHAVIOR TO PROVIDE MODEL OF BEHAVIOR	-----		
CRITIQUES VIDEOTAPE WITH TEACHER TO POINT OUT TEACHING BEHAVIOR	-----		
DISCUSSES WITH TEACHER TO SUGGEST BEHAVIOR IMPROVEMENTS	-----		
OBSERVES TEACHER RETEACHING TO IDENTIFY CHANGES IN BEHAVIOR	-----		
CODES TEACHING BEHAVIOR TO PROVIDE MODEL OF NEW BEHAVIOR	-----		
DISCUSSES WITH TEACHER TO IDENTIFY BEHAVIOR CHANGES	-----		
DIRECTS PRODUCTION OF VIDEOTAPE TO PROVIDE MODEL FOR CRITIQUE	-----		
DESCRIBES MICROTEACHING TO INFORM STUDENT TEACHERS	-----		
OPERATES VIDEOTAPE RECORDER TO SHOW TEACH/RETEACH TO STUDENTS	-----		
TALKS TO MICRO-CLASS TO PREPARE FOR MICRO-LESSON	-----		

LIST ANY OTHER TASKS PERFORMED IN THIS FUNCTION: -

5. Guide to Use of Inventories

a. Introduction.

The concept of a task inventory survey is an attempt to more directly link the skills taught in a training program to the skills needed to perform satisfactorily on the job. The use of the inventory is to replace guesses, hunches, and tradition in the establishment of curriculum. While there is definitely a need for interpretation of the inventory data and for projection of coming changes in skills, the data derived from completed inventories give a base from which to draw more valid inferences. Further, data from surveys done with task inventories permit comparison between different kinds of employers in a region as well as similar employers in different geographical areas. Surveys may be used "in-house" by employers for the development of on-the-job or job-related training. It can also be used by institutions training personnel for any number of employers.

b. Identify sample to complete inventory.

While the survey is designed for vertical mobility, *most* training is done at a single level. Witness the homogeneity of training levels at any single institution. Rarely does one institution or training group serve a number of widely dispersed levels of training. Our JIMS inventories are designed for training high school age students or above, *not* because of task complexity since many Entry Level tasks could be done by elementary school students, but because we speak of training for "jobs," which implies high school age or above. Thus, in almost all cases, task inventory surveys done by training institutions will be done at a particular training level - Entry, Middle, or Advanced. A useful rule-of-thumb is that Entry Level training programs are usually short-term workshops, on-the-job training or high school programs as part of a student audiovisual group. Middle Level programs usually take place in two-year colleges, technical institutes, or vocational high schools. Advanced Level programs are generally found in upper tier undergraduate or graduate programs in colleges.

Once you understand the difference in the levels of training and inventory, you are now in a position to identify which inventories are suitable for different personnel. It may be that, as an employer, you have only Middle Level personnel working in your establishment. In that case, administer only the Middle Level inventory. It may be that you are designing a training program for a community (two-year) college. In this case, the rule-of-thumb would dictate that the Middle Level inventory be administered. An added precaution before program development would be to also administer the Entry Level inventory. The data from the Entry Level inventory would give additional information about the kinds of tasks which are performed in places surveyed.

The real question is, of course, whom to survey. The answer will quite naturally vary from place to place. The basic assumption of the use of a task inventory is that students should be trained in those skills which will permit them perform on the job with a minimum of retraining by the employer. While JIMS realizes that a *perfect* match between training and work performed is generally impossible, even when such training is given on the job by the supervisor, the JIMS staff still feels that the closer the match between training and work, the better the chances of employment and advancement by the trainee/worker. *Thus, any survey for training programs should be sent to those persons most likely to hire graduates of the training program*. This means there are *no* inviolable survey rules. Each curriculum director or training program designer must determine what employers *he* should survey in order to develop a training program which makes *his* students employable. There are, however, some basic assumptions that can be made. Generally speaking, graduates of Entry and Middle Level programs do not travel great geographic distances to take a new job. Thus, Entry, and Middle Level task inventory surveys should stress local and regional employment. Where certification or civil service requirements exist, they should be taken into consideration. Where professional association or union guidelines exist, they should also be taken into consideration. If there is a possibility in the continuation of training in another higher level institution, entry requirements for further training should be taken into consideration.

Graduates of Advanced Level training have a much wider degree of mobility, both institutionally and geographically. Surveys of *every* employer can be impossible. However, some inputs for consideration might be: recommendations of the appropriate professional association; civil service requirements; state and/or national certification requirements; areas of competency indicated by lists of "positions open" in trade magazines and professional journals; projections of the changing nature of the field in which the graduate will work.

In summary, the emphasis is upon determining skills needed for employment by asking potenial employers. It should be kept in mind that such initial contact can be followed up later and provide the basis for effective job placement. The task inventory can be the bridge between the school and the real world of work.

c. How to analyze the task inventory data.

The ways in which the data are tabulated depend to a large extent on the purposes for which the survey is being conducted. Marsh stressed the following ways of tabulating task inventory data: "Some of the more useful computations are the percentage of incumbents who perform each task, the proportion of time spent on each task by those incumbents who perform the task and the relative proportion of time an incumbent spends on each task. (Marsh et al., 1961, p. 14)

Since JIMS is concerned mainly with training program development, the data analysis procedures given below are oriented to the question "How can I translate the task inventory data into training program needs?" If your need is to determine what a given individual does, what a department does, what a group of similar specialists does, then you perform analyses (1) and (2) below for the specific individual or group. If you want to use the data to develop job descriptions or reorganize your organization, then perform all the analyses below for both your total organization and for groups of specialities. Then either combine key tasks into a job description or combine tasks differently to reorganize.

Analysis for training program needs

(1) For tasks performed. The most basic question to be answered in determining training program needs is "What tasks are going to be performed in the organization(s) where the trainees are likely to work?"

To answer this question, merely list each task that has been checked by anybody. The composite lists gives you the total task population. However, this information is usually insufficient to develop training program content. It does not tell you whether they spend one minute a day or all day doing it, and whether it is essential to their job, or merely a frill. These questions can be answered by further analyses.

(2) For percent of workers performing the tasks. The next refinement in the analysis answers the question "What percent of people in the organization(s) perform each task that is performed?" This data is useful in providing a first slice at eliminating tasks that very few people do, and stressing those that many people do. However, it is only a first slice, since time spent and job importance can and should modify information obtained from this analysis.

To obtain percent of members performing a task, count the number of respondents performing the task and divide this by the total number respondents using the following formula:

$$\frac{\text{number of members performing a task}}{\text{total number of respondents}} = \begin{array}{l}\text{percent of members}\\ \text{performing task.}\end{array}$$

(3) For average percent time spent by members performing a task. While it is important to know the percent of members performing a task, this is not sufficient data on which to base a training program. It is possible, for example, that a task may be performed by the majority of people, but that it takes only a small percentage of their time (i.e. Time Spent would be rated as 2. "Small amount").

In this instance, you as the training director might decide that this task is not worth training for in a limited-time training program and that it could be better learned on the job.

The question this analysis answers, then, is "What is the average percent of time spent on the task by those members who perform it?"

To answer this question, for a given task, perform the following steps:

(a) For each member who performs the task read the number in the "Time Spent" column of that task. Sum all these numbers.
(b) Sum all the numbers in the Time Spent column for all other tasks checked by the workers who perform the task (NOT for all members).
(c) Count the number of members who perform the task.
(d) Compute using the formula below:

Average time spent by members performing that task =

$$\frac{\text{individual "Time Spent" ratings for that task}}{\text{individual "Time Spent" ratings for all tasks}} \text{ X } \frac{100}{\text{number of members performing that task}}$$

(4) For average time spent by all members. Average percent time spent by members performing is just as biased as is percent of members performing. Thus, in this case, it is possible that average time for members performing was 5% (very high) and so you might be inclined to train for it; further examination, however, might reveal that only 2% of the total organization(s)' members perform it. This clearly changes the training priority.

What is needed, therefore, is some measure that combines rating of both time spent and number of persons who perform the task. This analysis answers the question "What is the average percent time spent on this task by all organization members?" This gives you a measure of the percent of the total organization(s)' time spent on the task.

To calculate the average percent time spent by all members on a given task, use the following formula:

$$\frac{\text{percent of members performing tasks [(use calculation (2))]} \text{ X } \text{average time spent by members performing tasks [(use calculation (3))]}}{100} = \text{average percent of time spent by all members on a given task.}$$

To make most use of the data obtained from this calculation, it is suggested that the individual tasks be rank ordered from highest average percent by all members to lowest.

The average percent time by all members provides a very sound basis for deciding which tasks to train for in a training program. Those on which the most time is spent are clearly worth training for, while those on which the least time is spent are probably most efficiently learned on the job.

A further way to arrange this data to make it even more useful is to develop a cumulative sum for the average percent time. The cumulative sum is developed as follows: 1) Take the rank order data. Add the percent of time taken for task 2 in the rank order to that for task 1. Write this number next to task 2. 2) Add this figure to the percent for task 3 and write it next to task 3, and so on.

With this cumulative sum, you can tell at a glance which groups of tasks account for a given percentage of the total time spent by an organization. Experience has shown, for example, that about 20% of the most frequent tasks actually account for about 50% of the total time spent. Thus, you can conclude that in the training program, you will train for only those tasks that account for up to a given percentage of time (say 75%) and that you will leave the tasks that make up the remaining 25% to on the job training. There is one factor that might modify such a decision, however, this is task importance.

(5) For importance of task. Even if a task is near the bottom of the rank order in terms of time spent, and falls below the cumulative percent time you have decided to train for, you might still want to train for it, if it were essential to the job. E.g., "Negotiating for funds" may be ranked low in terms of time spent but may be crucial in terms of job performance. This is where the Importance ratings on the inventory are useful. To calculate the importance of a task, simply add up all the Importance ratings that each person who performs the task has given it, and then divide by the number of people performing the task.

While these calculations are meant to be illustrative, two points can be made in summary. First, these five calculations can provide valid data from which to select those tasks which will be taught in a training program. Second, the calculations given here can be used for other scales which you wish to add for your own information needs.

C. Curriculum Guidelines and Sample Curriculum

1. Introduction

a. What curriculum guidelines are:

The following curriculum guidelines are comprised of listings- stated in behavioral terms- of tasks performed in the instructional media field. There are three separate groupings of the task statements, each of which is organized in a way which is appropriate to the level of personnel for which it is designed. A rationale and further discussion of the definitions of the three levels of personnel - which are called Entry, Middle and Advanced is found in Section II A, General Introduction.

b. How to use curriculum guidelines:

Although the task statements contained in the Curriculum Guidelines are based on data derived from a wide sample of persons in the instructional media field, the guidelines by no means represent a complete and comprehensive listing of all tasks performed in the field. One of the major deficiencies in the data becomes evident as one begins to develop curriculum units from the groups of task statements. The task statements listed here reflect those tasks which the worker is most aware of performing. The worker must make a number of decisions and judgments and weigh alternatives in task performance - yet these are activities which are frequently carried on at a subconscious level and are not reflected in the data reported by workers to job analysis observers.

Thus, the task listing should not be considered a total listing but as a beginning, skeletal listing which aids the curriculum development effort by providing, for the first time in the field, a listing of tasks grouped or identifiable by:

(1) similar Activities (Entry), Outcomes (Middle) and Purposes (Advanced);

(2) sequence of Activities performed for a given purpose;

(3) relationship toward, and level of complexity in, Data, People and Things;

(4) level of responsibility (Worker Instructions) involved; and

(5) General Educational Development required.

The Curriculum Guidelines therefore are a resource to the training director who is able to convert this listing into curriculum only by using a training approach, or general model, which is based on an understanding of Functional Job Analysis and the Domain of Instructional Technology and by adding additional tasks - which the worker is not aware of performing - to the existing task listing.

Understanding the FJA and DIT codes used in these listings is extremely important to their effective use as Curriculum Guidelines. A key to the codes used is provided in Section II D, Tables and Definitions, Key to Coding.

Since each of these groupings is designed for different levels of personnel, the data is organized in a way appropriate to each level.

2. Entry Level Guidelines

a. Organization of data.

The task statements at this level are grouped according to Activities since the main focus at the Entry Level is on Activities rather than Outcomes or Purposes. The Outcome parts of the task statements are listed here but in parentheses to indicate that they are not crucial to training. At this Entry Level the most important part of task performance is in the Activity.

Task statements are listed in groups under subheadings (e.g. Data Significant, Level 1 - Comparing). These subheadings are labels for groups of tasks with the same level of FJA functional skill. Within each DIT Function the task statements were sorted on the level and type of FJA skill involved and grouped alphabetically under the subheadings.

You may notice that within a DIT function some of the task statements appear twice, once under one FJA skill, and once in another. This is because these tasks (operating a typewriter is one of them), are considered to be significantly oriented towards two FJA skills and are therefore listed twice.

Only low level activities, i.e. those with a Worker Instruction level of 1, 2 and 3 are included in the Entry Level curriculum guidelines.

b. Entry Level Guidelines listing.

(See following pages).

1. ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	I	R	M	L	
DATA SIGNIFICANT									
LEVEL 1 - COMPARING									
ARRANGES STORYBOARD CARDS	2	1	1	1	1	2	1	2	(TO ASSIGN WORK TO PRODUCTION UNITS)
COMPARES EXTANT LIST W PREVIOUS	2	1	1	1	1	2	1	3	(TO COMPILE LIST OF NEW MATS)
COMPARES NEW MATERIALS W INVOICE	2	1	1	1	1	1	1	1	(TO CHECK THAT ORDER COMPLETE)
FILES BROADCAST LOG	1	1	1	1	1	1	1	1	(TO MAINTAIN RECORD)
FILES COPY OF SCHEDULE CARD	1	1	1	1	1	2	1	1	(TO KEEP RECORD)
FILES PURCHASE ORDERS AND VOUCHERS	1	1	1	1	1	1	1	1	(TO KEEP RECORDS/FILES)
FILES PURCHASE ORDERS	2	1	1	1	1	2	1	2	(TO KEEP TRACK OF THOSE NOT RECD)
FILES TELEX SHEETS	1	1	1	1	1	1	1	1	(TO MAINTAIN RECORD)
FILES USED PRINTING MASTERS	1	1	1	1	1	1	1	1	(TO KEEP RECORDS/FILES)
SORTS INCOMING MAIL	1	1	1	1	1	1	1	1	(TO DISTRIBUTE IN BOXES)
LEVEL 2 - COPYING									
CHECKS ASSIGNED SCHEDULE	2	1	2	1	1	2	1	1	(TO SELECT REQUIRED TAPES)
CHECKS INVOICE WITH PURCHASE ORDER	2	1	2	1	1	2	2	2	(TO ENSURE BOTH ARE CORRECT)
CHECKS LIST	2	1	2	1	1	2	1	2	(TO NOTE RETURNED QUESTIONNAIRES)
CHECKS PERSONAL SCHEDULE	3	1	2	1	1	3	1	3	(TO SCHEDULE TIME & DATE)
COLLECTS COMPLETED WORK ORDERS	2	1	2	1	1	2	1	1	(TO HAVE RECORD OF OPERATION)
COPIES DATA TO CHARGE OUT CARD	2	1	2	1	1	2	1	2	(TO PREPARE CHARGE OUT CARDS)
COPIES DIRECTIONS ON BLACKBOARD	2	1	2	1	1	2	1	2	(TO PREPARE FOR OPERATION OF LAB)
COPIES INFORMATION ON ORDER FORM	2	1	2	1	1	2	1	1	(TO MAIL TO LIBRARY)
COPIES INFORMATION FROM FILE CARD	1	1	2	1	1	2	1	2	(TO IDENTIFY MACHINE)
COPIES INFORMATION TO NEW CARD	1	1	2	1	1	1	1	2	(TO REPLACE DAMAGED CARD)
COPIES INFORMATION FROM LIST	2	1	2	1	1	2	1	2	(TO ADDRESS QUESTIONNAIRE)
COPIES INFORMATION TO WORKSHEET	2	1	2	1	1	2	1	2	(TO RESERVE PROJECTIONIST)
COPIES INFORMATION ON CARD	1	1	2	1	1	2	1	2	(TO PREPARE INVENTORY CARD)
COUNTS NUMBER OF STAFF MEMBERS	2	1	2	1	1	2	2	2	(TO ASCERTAIN FACILITIES NEEDS)
DEDUCTS AMOUNT OF PURCHASE	2	1	2	1	1	2	2	2	(TO RECORD CURRENT BALANCE)
DISTRIBUTES INFO	2	1	2	2	1	3	1	4	(TO GET INFORM TO EMPLOYEES)
FILES CARD IN EQUIPMENT FILE	1	1	2	1	1	2	1	1	(TO HAVE RECORD OF MACHINE)
FILES CATALOG CARDS	2	1	2	1	1	2	1	2	(TO KEEP RECORDS)
FILES CHECK OUT CARDS	2	1	2	1	1	2	1	1	(TO KEEP RECORD)
FILES COPY OF WORK ORDER	2	1	2	1	1	2	1	2	(TO HAVE RECORD OF OPERATION)
FILES NEW INFORMATION	2	1	2	1	1	2	1	2	(TO UP-DATE FILES)
FILES ORDER SHEETS IN FOLDER	2	1	2	1	1	2	1	1	(TO KEEP RECORD/FILES)
FILLS OUT ORDER FORM	2	1	2	1	1	3	1	3	(TO ORDER MATERIALS)
LABELS TAPE BOX	1	1	2	1	1	2	1	1	(TO IDENTIFY IT)
LISTS EQUIPMENT REPAIRED DAILY	2	1	2	1	1	2	1	2	(TO KEEP DAILY RECORDS)
LISTS EQUIPMENT REPAIRED WEEKLY	2	1	2	1	1	2	1	2	(TO KEEP WEEKLY RECORDS)

1. ORGANIZATION MANAGEMENT ACTIVITIES(CONT)

	WI	S	D	P	T	R	M	L	
LISTS MISSING EQUIPMENT	2	1	2	1	1	2	1	1	(TO REQUEST REPLACEMENTS)
LISTS NEW MATERIALS IN CATALOG	2	1	2	1	1	2	1	3	(TO UPDATE CATALOG)
LISTS NUMBER OF RECORDINGS MADE	2	1	2	1	1	2	2	2	(TO KEEP RECORD OF WORK)
LISTS OPERATING FLAWS IN EQUIP	2	1	2	1	1	2	1	2	(TO INFORM REPAIR TECHNICIAN)
LISTS OVERDUE MATERIALS	2	1	2	1	1	2	1	2	(TO KEEP RECORD)
LISTS PROGRAMS RECORDED	1	1	2	1	1	2	1	3	(TO COMPILE MONTHLY LOG)
MAILS ORDER FORM TO MANUF	1	1	2	1	1	1	1	2	(TO PLACE MATERIALS ORDER)
MAILS ORDER SHEETS	2	1	2	1	1	2	1	1	(TO ORDER FILMS)
MAKES MARK IN REGISTER	1	1	2	1	1	1	1	2	(TO RECORD STUDENT PRESENCE)
MARKS LIST FOR PACKER	1	1	2	1	1	1	1	2	(TO INFORM OF MATERIALS NEEDED)
NOTES SUPPLIES NEEDED	2	1	2	1	1	2	1	1	(TO WRITE REQUISITION LIST)
OPERATES ADDING MACHINE	3	6	2	1	2	3	1	2	(TO COMPUTE TOTAL BUDGET)
OPERATES ADDING MACHINE	2	6	2	1	2	2	2	2	(TO TOTAL MONTHLY EXPENDITURES)
OPERATES CARD PUNCH MACHINE	2	6	2	1	2	2	1	2	(TO RECORD PURCHASE)
OPERATES SPIRIT DUPLICATOR	2	6	2	1	2	2	2	2	(TO MAKE COPIES OF INVENTORY)
OPERATES TYPEWRITER	1	6	2	1	2	2	1	2	(TO TYPE INVENTORY)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE REPAIR REQUEST)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO PRODUCE COPY OF BUSINESS LETTER)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE PURCHASE ORDERS)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE EQUIPMENT LIST)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE PROMOTIONAL MATERIAL)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE BROADCAST LOGS)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE ORDER SHEET)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE FORM REQUEST)
OPERATES TYPEWRITER	3	6	2	1	2	2	1	2	(TO TYPE CATALOG)
OPERATES TYPEWRITER	2	6	2	1	2	1	1	2	(TO TYPE FILM MAILING LABEL)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO UPDATE FILE CARDS)
PREPARES FILM CARTRIDGE	1	1	2	1	1	1	1	2	(TO MAIL TO PROCESSOR)
READS DAILY SCHEDULE	2	1	2	1	1	2	1	1	(TO IDENTIFY MATERIALS NEEDED)
READS WORK ORDER	2	1	2	1	1	2	1	2	(TO SELECT APPROPRIATE EQUIPMENT)
RECORDS ERRORS AND FRAME NUMBER	1	1	2	1	1	2	1	2	(TO RECORD STUDENT PROGRESS)
SCHEDULES MEETING WITH DIRECTOR	3	1	2	2	1	3	1	3	(TO SHOW RAW PRESENTATION)
SCHEDULES MEETING WITH DIRECTORS	3	1	2	2	1	3	1	3	(TO DISCUSS PROPOSAL)
SCHEDULES MEETING WITH WRITER	3	1	2	2	1	3	1	3	(TO SHOW RAW PRESENTATION)
SCHEDULES STUDIO	2	1	2	1	1	2	1	2	(TO RESERVE FOR TAPING)
SCHEDULES TIME AND DATE	1	1	2	2	1	2	1	1	(TO KEEP RECORD OF ASSIGNMENT)
SENDS MATERIALS TO CLIENT	2	1	2	1	1	2	2	2	(TO FULFILL CONTRACT)
SENDS NEG EVALS TO MATS EVALUATOR	2	1	2	1	1	2	1	3	(TO HAVE LRNG ACTIV REVISED/ELIMINATE)
SUBMITS ORDER LIST TO MANAGEMENT	3	1	2	1	1	2	1	2	(TO GET APPROVAL)
USES TAPERECORDER & TYPEWRITER	2	6	2	1	2	2	1	3	(TO MAKE TRANSCRIPT OF PROCEEDINGS)
WRITES CARDS TO DELIQUENTS	1	1	2	1	1	2	1	2	(TO INFORM OF OVERDUE MATERIALS)
WRITES CONFIRMATION DATA ON CARD	1	1	2	1	1	2	1	2	(TO RECORD CONFIRMATION)

1. ORGANIZATION MANAGEMENT ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
WRITES CONFIRMATION ON SLIP	2	1	2	1	1	2	1	2	(TO KEEP RECORD OF CONFIRMATION)
WRITES DATA ON REPAIR FORM	1	1	2	1	1	2	1	2	(TO KEEP RECORD OF REPAIR)
WRITES DATA IN CATALOG	2	1	2	1	1	2	1	2	(TO UPDATE CATALOG)
WRITES DATE SCHEDULED	1	1	2	1	1	2	1	2	(TO RECORD DATE NEEDED)
WRITES DATE AND NAME ON CARD	1	1	2	1	1	2	1	2	(TO INFORM REQUESTOR)
WRITES DATE IN LOG BOOK	2	1	2	1	1	2	1	2	(TO RECORD PREVIEW DATA)
WRITES IN CORRECTIONS	2	1	2	1	1	2	1	2	(TO AMEND PROGRAM SCHEDULE)
WRITES IN TIME CHART	2	1	2	1	1	2	1	2	(TO SCHEDULE CONFERENCE ROOMS)
WRITES INFO ON FILE CARD	1	1	2	1	1	2	1	2	(TO RECORD REQUEST)
WRITES INFORMATION ON CARD	1	1	2	1	1	2	1	2	(TO KEEP RECORD OF REPAIR)
WRITES INFORMATION ON CARD	2	1	2	1	1	2	1	2	(TO RECORD PERIODIC MAINTENANCE)
WRITES INFORMATION ON CARD	2	1	2	1	1	2	1	1	(TO RECORD DAMAGED MATERIALS)
WRITES INFO ON FILM IN LOG BOOK	2	1	2	1	1	2	1	2	(TO RECORD RECEIPT OF FILM)
WRITES MATERIALS AND TIME SPENT	2	1	2	1	1	2	2	2	(TO PROVIDE RECORD FOR BILLING)
WRITES NOTIFICATIONS	2	1	2	1	1	2	1	2	(TO INFORM TEACHER OF FILM ARRIVAL)
WRITES NUMBER OF FILM ON LOG	1	1	2	1	1	1	1	2	(TO KEEP RECORD OF DISTRIB)
WRITES NUMBER OF HOURS WORKED	2	1	2	1	1	2	1	1	(TO PROVIDE RECORD FOR PAYMENT)
WRITES ON STUDENT RECORD	2	1	2	1	1	3	1	3	(TO NOTE STUDENT ATTENDANCE)
WRITES ORDER FORMS	3	1	2	1	1	2	1	2	(TO ORDER SPARE PARTS)
WRITES POST-TEST SCORE	2	1	2	1	1	2	1	3	(TO ADD TO STUDENT RECORD)
WRITES REQUESTOR'S NAME	2	1	2	1	1	2	1	2	(TO RESERVE MATERIALS)
WRITES SHELF LIST CARDS	2	1	2	1	1	2	1	2	(TO IDENTIFY LOCATION OF MATERIALS)
WRITES TO CENTRAL OFFICE	2	1	2	1	1	2	1	3	(TO REQUEST REPLACEMENT ITEMS)
WRITES WORK ORDER	1	1	2	1	1	2	1	2	(TO RECORD OPERATION NEEDED)
LEVEL 3 - COMPUTING/COMPILING									
ADDS UP TIMES EQUIPMENT USED	2	1	3	1	1	3	2	2	(TO COMPUTE USAGE FIGURES)
ANALYZES CIRCULATION RECORDS	2	1	3	1	1	3	2	1	(TO COMPUTE USAGE FIGURES)
ARRANGES MATERIALS REQUESTED	3	1	3	1	1	2	1	3	(TO GROUP ORDER LIST)
ASSESSES FEE USING UNION RATES	3	1	3	1	1	3	3	3	(TO PAY NARRATOR)
ASSIGNS PURCHASE ORDER NUMBER	3	1	3	1	1	3	1	3	(TO ASSURE PAYMENT)
CIRCULATES FLYERS	2	1	3	1	1	4	1	4	(TO INFORM STAFF OF NEW PRODUCTS)
COLLATES PROJECT LITERATURE	3	1	3	1	1	3	1	3	(TO GIVE MATERIALS TO VISITOR)
COMPILES ANNOT AND COMMENT SHEET	3	1	3	1	1	3	1	4	(TO COLLECT EVALUATIONS)
COMPILES INFO ON NEW MATS	3	1	3	1	1	3	1	3	(TO ADD TO FILES)
COMPUTES AND RECORDS PAYMENTS	2	1	3	1	1	2	2	1	(TO KEEP RECORD)
COMPUTES TOTAL HOURS WORKED	3	1	3	1	1	3	3	2	(TO PROVIDE PAYMENT TO OPERATORS)
COPIES FROM INVENTORY	3	1	3	1	1	3	1	2	(TO LIST EQUIPMENT & MATERIALS)
DISTRIBUTES MATERIALS TO CLASS	3	1	3	1	1	3	1	3	(TO CONDUCT PILOT TEST)
FILES CARDS BY DATE DUE	1	2	3	1	1	2	1	2	(TO HAVE RECORD OF LOAN)
FILES REFERENCES BY SUBJECT AREA	3	1	3	1	1	3	1	3	(TO COMPILE MATERIALS FILE)
LISTS MATERIALS/EQUIP COSTS	3	1	3	1	1	2	1	2	(TO COMPILE ORDER LIST FOR PURCHASE)

1. ORGANIZATION MANAGEMENT ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
LISTS MISSING ITEMS	2	1	3	1	1	2	1	3	(TO PREPARE REPLACEMENT LIST)
SCHEDULES CLASSROOMS	3	1	3	1	1	3	1	2	(TO RESERVE FOR COURSE)
SCHEDULES PREVIEW SESSION	3	1	3	1	1	3	1	2	(TO PLAY BACK AUDIOTAPE)
SCHEDULES TESTING SESSION	3	1	3	1	1	4	1	3	(TO TEST OUT PROTOTYPE PROGRAM)
SELECTS MEETING TIME AND PLACE	3	1	3	1	1	2	1	2	(TO HOLD DEMONSTRATION)
WRITES COMMENTS OF AUDIENCE	2	1	3	1	1	3	1	4	(TO RECORD RECOMMENDATIONS)
WRITES INFORMATION ON ASSIGNMENT	3	1	3	1	1	3	1	2	(TO KEEP RECORD)
WRITES LIST OF ITEMS AND DATES	3	1	3	1	1	4	1	3	(TO ORDER ITEMS FOR PREVIEW)
WRITES LIST OF TITLES	3	1	3	1	1	3	1	3	(TO PREPARE PREVIEW LIST)
WRITES MEMOS TO DEPARTMENTS	3	1	3	1	1	3	1	3	(TO REQUEST REVIEW OF EXTANT MATS)
WRITES NOTICE	3	1	3	1	1	3	1	4	(TO PUBLICIZE SEMINAR)
WRITES STANDARD PRODUCTION ORDER	3	1	3	1	1	4	1	2	(TO COORDINATE PRODUCTION)
WRITES TO AGENCY	3	1	3	1	1	3	1	3	(TO REQUEST GUIDELINES FOR PROPOSAL)
WRITES TO PRODUCER	2	1	3	1	1	2	1	3	(TO REQUEST MATERIALS FOR PREVIEW)
LEVEL 4 - ANALYZING									
READS BILL FROM PRODUCER	3	1	4	1	1	4	1	4	(TO APPROVE FOR PAYMENT)
WRITES TIME SCHEDULE	3	1	4	1	1	4	3	2	(TO ASSIGN COMPLETION DATES)
PEOPLE SIGNIFICANT									
LEVEL 2 - EXCHANGING INFORMATION									
GIVES DIRECTIONS TO ART DEPARTMENT	3	2	2	2	1	3	1	3	(TO MAKE SLIDES INTO TEST PRINT)
GIVES INSTRUCTIONS TO STUDIO STAFF	3	2	2	2	1	3	1	3	(TO HAVE MASTER MADE OF AUDIORECORD)
GIVES INSTRUCTIONS TO STAFF	3	2	3	2	1	3	1	3	(TO HAVE PREVIEW MATERIALS ORDERED)
GIVES SIGNALS TO TECHNICAL STAFF	3	2	2	2	1	3	1	3	(TO PRODUCE AUDIO RECORDING)
USES TELEPHONE	3	2	3	2	1	3	1	3	(TO ANSWER ROUTINE QUESTIONS)
USES TELEPHONE	3	2	3	2	1	2	1	2	(TO CALL REPAIRMAN)
USES TELEPHONE	3	2	3	2	1	3	1	3	(TO MAKE APPOINTMENTS)
THINGS SIGNIFICANT									
LEVEL 1 - HANDLING/TENDING									
MAILS COPY OF WORK ORDER	1	3	2	1	1	2	1	1	(TO INFORM INSTRUCTOR)
PUTS STAPLES ON FOLDER	1	3	1	1	1	2	1	1	(TO MAKE STORAGE ENVELOPES)
LEVEL 2 - MANIPULATING/OPERATING									
OPERATES ADDING MACHINE	2	6	2	1	2	2	2	2	(TO TOTAL MONTHLY EXPENDITURES)
OPERATES ADDING MACHINE	3	6	2	1	2	3	1	2	(TO COMPUTE TOTAL BUDGET)
OPERATES CARD PUNCH MACHINE	2	6	2	1	2	2	1	2	(TO RECORD PURCHASE)
OPERATES SPIRIT DUPLICATOR	2	6	2	1	2	2	2	2	(TO MAKE COPIES OF INVENTORY)
OPERATES STOPWATCH & RECORDER	3	3	3	1	2	3	1	2	(TO TIME SCRATCH TAPE)

1. ORGANIZATION MANAGEMENT ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
OPERATES TELEX MACHINE	3	3	3	2	2	4	1	4	(TO COMMUNICATE WITH NETWORK)
OPERATES TYPEWRITER	1	6	2	1	2	2	1	2	(TO TYPE INVENTORY)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE ORDER LIST)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE REPAIR REQUEST)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO PRODUCE COPY OF BUSINESS LETTER)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE PURCHASE ORDERS)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE EQUIPMENT LIST)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE PROMOTIONAL MATERIAL)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE BROADCAST LOGS)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE ORDER SHEET)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO TYPE FORM REQUEST)
OPERATES TYPEWRITER	3	6	2	1	2	2	1	2	(TO TYPE CATALOG)
OPERATES TYPEWRITER	2	6	2	1	2	1	1	2	(TO TYPE FILM MAILING LABEL)
OPERATES TYPEWRITER	2	6	2	1	2	2	1	2	(TO UPDATE FILE CARDS)
USES TAPERECORDER & TYPEWRITER	2	6	2	1	2	2	1	3	(TO MAKE TRANSCRIPT OF PROCEEDINGS)

3. PERSONNEL MANAGEMENT ACTIVITIES [illegible]

DATA SIGNIFICANT

LEVEL 4 - ANALYZING

WRITES PERFORMANCE REPORTS	[illegible]	(TO INFORM SUPERVISOR)

PEOPLE SIGNIFICANT

LEVEL 2 - EXCHANGING INFORMATION

WORKS SUBJECT MATTER CONSULTANT	[illegible]	(TO HAVE CONTENT VALIDATED)
CALLS [illegible] COORDINATOR	[illegible]	(TO SCHEDULE EVALUATION SESSIONS)
CALLS [illegible] MANUFACTURER	[illegible]	(TO ORDER [illegible])
CALLS CUSTOMERS	[illegible]	(TO HAVE MATERIALS DELIVERED)
CALLS DESIGNER	[illegible]	(TO OBTAIN COPY FOR LABELS)
CALLS EQUIPMENT SUPPLIER	[illegible]	(TO REQUEST EQUIP DELIVERY & SET UP)
CALLS [illegible]	[illegible]	(TO SCHEDULE MATERIAL COMP OF LAB)
CALLS LAST USER	[illegible]	(TO INFORM OF MISSING ITEMS)
CALLS PRINTER	[illegible]	(TO ARRANGE FOR MEETINGS)
CALLS PEOPLE--PLANNERS/STUDENTS	[illegible]	(TO ARRANGE FOR HUMAN COMP OF LAB)
CALLS PRINTER	[illegible]	(TO ORDER LABELS)
CALLS PRODUCER	[illegible]	(TO OBTAIN TYPE STYLE FOR LABELS)
CALLS PRODUCER	[illegible]	(TO OBTAIN COMPLETE MATERIALS)
CALLS REPAIRMAN	[illegible]	(TO REQUEST REPAIR OF [illegible])
CALLS ROOM COORDINATOR	[illegible]	(TO SCHEDULE CONFERENCE ROOMS)
CALLS SOUND STUDIO	[illegible]	(TO SCHEDULE TIME FOR RECORDINGS)
CALLS SUPPLIES DEPARTMENT	[illegible]	(TO REQUEST TABLE & SCREENS DELIVERED)
CALLS TALENT	[illegible]	(TO REQUEST [illegible])
CALLS TUTOR	[illegible]	(TO ARRANGE FOR STUDENT SESSIONS)
CONFERS WITH SUPERVISOR	[illegible]	(TO CLARIFY ASSIGNMENTS)
TALKS WITH CLIENT	[illegible]	(TO CLARIFY [illegible] REQUIREMENTS)
CONSULTS WITH SUPERVISOR	[illegible]	(TO REQUEST [illegible])
DISCUSSES WITH INSTRUCTOR	[illegible]	(TO IDENTIFY PROGRAM NEEDS)
DISCUSSES WITH [illegible]	[illegible]	(TO SCHEDULE PREVIEW TIME)
DISCUSSES WITH STUDENT	[illegible]	(TO ARRANGE TIME FOR LEARNING [illegible])
GIVES INSTRUCTIONS TO CUSTODIAN	[illegible]	(TO HAVE [illegible] EQUIPMENT)
GIVES INSTRUCTIONS TO ASSISTANT	[illegible]	(TO SHIP MATERIALS TO [illegible])
GIVES INSTRUCTIONS	[illegible]	(TO HAVE COPIES MADE)
GIVES INSTRUCTIONS	[illegible]	(TO HAVE BROCHURE DESIGNED)
GIVES INSTRUCTIONS	[illegible]	(TO HAVE COPIES OF BROCHURE MAILED)
GIVES INSTRUCTIONS TO SECRETARY	[illegible]	(TO HAVE [illegible] TYPED)
INFORMS [illegible]	[illegible]	(TO ORDER FILM FOR PURCHASE)
SPEAKS TO [illegible]	[illegible]	(TO OBTAIN SAMPLE COMPONENTS)

2. PERSONNEL MANAGEMENT ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
TALKS WITH CLIENT	3	2	4	2	1	4	2	4	(TO CLARIFY AUDIO REQUIREMENTS)
TALKS WITH REQUESTOR	1	2	2	2	1	2	1	3	(TO GET INFO ON MAIS NEEDS)
TALKS WITH STAFF	2	2	1	2	1	3	1	2	(TO INITIATE SEARCH FOR FILM)
TALKS WITH SUPERVISOR	2	2	2	2	1	2	1	2	(TO REPORT SUPPLY NEEDS)
LEVEL 5 - CONSULTING/INSTRUCTING									
TALKS W NEW EMPLOYEES	3	2	2	4	1	4	1	4	(TO INFORM OF PROCEDURES)

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3. RESEARCH-THEORY ACTIVITIES          *I  S  U P T  R M L

   DATA SIGNIFICANT

   LEVEL 2 - COPYING
   COUNTS RESPONSES IN EACH CATEGORY    1  1  2 1 1  2 2 4    (TO SUMMARIZE DATA)
   TALLIES RESPONSES                    2  1  2 1 1  2 2 2    (TO SUMMARIZE DATA)

   LEVEL 3 - COMPUTING/COMPILING
   TABULATES INFORMATION                2  1  3 1 1  4 2 4    (TO DEVELOP INSTRUCTOR PROFILE)
   TABULATES RESPONSES FROM LETTERS     2  1  3 1 1  4 2 4    (TO DEVELOP STUDENT PROFILE)
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D. DESIGN ACTIVITIES

	WI	S	D	P	T	R	M	L	
DATA SIGNIFICANT									
LEVEL 3 - COMPUTING/COMPILING									
DESIGNS CUE SHEET	3	1	3	1	1	3	1	3	(TO ASSIST PROJECTIONIST & SPEAKER)
USES RULER AND PENCIL	2	6	3	1	2	2	2	2	(TO DESIGN LAYOUT FOR MASTER)

5. PRODUCTION ACTIVITIES	WI	S	D	P	T	R	M	L	
DATA SIGNIFICANT									
LEVEL 1 - COMPARING									
ARRANGES MATERIALS IN SEQUENCE	1	1	1	1	1	2	1	2	(TO ORGANIZE IN PRESCRIBED ORDER)
LEVEL 2 - COPYING									
ARRANGES LETTERS AND PICTURE	2	6	2	1	2	2	1	2	(TO PRODUCE ARTWORK)
ARRANGES MATERIALS ON SHEET	3	1	2	1	1	4	1	4	(TO DESIGN LAYOUT)
OPERATES COMPUTER TERMINAL	2	6	2	1	2	2	1	2	(TO STORE PROGRAM IN MEMORY)
READS ALOUD	2	1	2	1	1	2	1	3	(TO MAKE RADIO ANNOUNCEMENTS)
READS ALOUD	2	1	2	1	1	2	1	3	(TO ANNOUNCE STATION IDENTIFICATION)
READS SCRIPT SILENTLY	2	1	2	1	1	2	1	2	(TO PUT AUDIBLE BEEP ON TAPE)
READS SCRIPT ALOUD	3	1	2	1	2	3	1	3	(TO PRODUCE SCRATCH TAPE)
TRACES LINES ON MASTER	2	6	2	1	2	2	1	1	(TO PROVIDE ILLUSTRATIONS)
USES PAINTBRUSH AND PAINT	3	6	2	1	2	2	2	1	(TO PAINT IN TOPOGRAPHICAL FEATURES)
USES RULER	2	6	2	1	2	2	1	2	(TO CHECK SYMMETRY OF DESIGN)
LEVEL 3 - COMPUTING/COMPILING									
ADJUSTS PLACEMENT OF CAMERA	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY VISUAL)
ADJUSTS PLACEMENT OF MIKES	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY SOUND)
ADJUSTS PLACEMENT OF LIGHTS	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY VISUAL)
DRAWS LINES ON FIBREGLASS BASE	2	1	3	1	1	2	3	1	(TO OUTLINE MAP)
DRAWS SCALE DIAGRAM	2	1	3	1	2	2	3	1	(TO SERVE AS BLUEPRINT)
LAYS OUT DESIGN ON FINISHED FORM	3	1	3	1	2	4	1	3	(TO PREPARE TO MAKE CHART)
MEASURES PICTURE	2	1	3	1	1	2	3	1	(TO PRODUCE SCALE DRAWING)
ROUGHS SKETCHES CHARTS	3	1	3	1	2	4	1	3	(TO GET APPROVAL OF CLIENT)
TIMES RECORDING WITH STOP WATCH	3	6	3	1	2	4	1	2	(TO DETERMINE LENGTH)
TIMES SCRATCH TAPE WITH STOPWATCH	3	6	3	1	2	3	2	3	(TO ASSESS LENGTH OF TAPE)
USES CHISEL AND LATHE	3	6	3	1	3	3	2	1	(TO CARVE WOODEN SCALE MODEL)
LEVEL 4 - ANALYZING									
CHANGES PACING	3	1	4	1	1	4	1	3	(TO IMPROVE PRESENTATION)
GIVES SIGNAL TO TEACHER	3	4	4	2	1	3	1	1	(TO SIGNAL END OF PRODUCTION)
WRITES CONFERENCE ROOM HANDBOOK	3	1	4	1	1	3	1	4	(TO DESCRIBE SCHEDULING PROCEDURES)
PEOPLE SIGNIFICANT									
LEVEL 2 - EXCHANGING INFORMATION									
GIVES SIGNAL TO TEACHER	3	4	4	2	1	3	1	1	(TO SIGNAL END OF PRODUCTION)
LEVEL 6 - CONSULTING/INSTRUCTING									
DEVELOPS CONTACT PRINTS	2	5	2	4	2	2	2	2	(TO DEMONSTRATE DEVELOPMENT)

5. PRODUCTION ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
DEVELOPS FILM	2	5	2	4	2	2	2	2	(TO DEMONSTRATE FILM DEVELOPMENT)
EXPOSES CONTACT PRINTS IN FRAME	2	5	2	4	2	2	2	2	(TO DEMONSTRATE EXPOSURE)
OPERATES INSTAMATIC MOVIE CAMERA	3	5	2	4	1	4	1	4	(TO DEMONSTRATE TO STUDENTS)
OPERATES SIMPLE CAMERA	2	5	2	4	2	2	2	2	(TO DEMONSTRATE CAMERA OPERATION)
THINGS SIGNIFICANT									
LEVEL 1 - HANDLING/TENDING									
APPLIES LETTERING TO MASTER	1	3	2	1	1	2	1	1	(TO PREPARE MASTER FOR PRINTING)
ATTACHES ADHESIVE COLOR MATERIAL	1	3	2	1	1	1	1	1	(TO ADD COLOR TO MASTER)
INSERTS FILM CARTRIDGE	2	3	1	1	1	1	1	1	(TO LOAD INSTAMATIC CAMERA)
LAYS TISSUE OVER VISUAL	3	3	3	1	1	4	2	3	(TO INDICATE IMAGE AREA)
LIFTS AND CARRIES PROPS	2	3	1	1	1	2	1	1	(TO ARRANGE SET FOR TAPING)
MIXES CHEMICALS	2	3	2	1	1	2	1	2	(TO PROCESS BLACK & WHITE FILM)
MIXES CHEMICALS	3	3	3	1	1	3	1	2	(TO PROCESS COLOR FILM)
OPERATES 3M SECRETARY COPIER	1	3	2	1	1	2	1	1	(TO PRODUCE TRANSPARENCY OF MASTER)
OPERATES 3M MODEL SEVENTY MACHINE	1	3	2	1	1	2	1	1	(TO MAKE TRANSPARENCY OF HARD COPY)
OPERATES ADHESIVE COATING MACHINE	1	3	1	1	1	1	1	1	(TO APPLY WAX TO MATERIALS)
OPERATES ADDOFAX MACHINE	1	3	2	1	1	2	1	2	(TO MAKE BLUE CARBON TRANSPARENCY)
OPERATES DRYMOUNT PRESS	1	3	2	1	1	2	1	2	(TO LAMINATE PICTURES)
OPERATES INSTAMATIC MOVIE CAMERA	3	5	2	4	1	4	1	4	(TO DEMONSTRATE TO STUDENTS)
OPERATES MAGNETIC ERASING MACHINE	2	3	2	1	1	2	1	1	(TO ERASE TAPE CARTRIDGES)
OPERATES MAGNETIC ERASING MACHINE	2	3	2	1	1	2	1	1	(TO ERASE AUDIO TAPES)
OPERATES OZAMATIC MACHINE	1	3	2	1	1	2	1	1	(TO MAKE COLOR OVERLAYS)
OPERATES THERMOFAX MACHINE	2	3	2	1	1	2	1	1	(TO PROVIDE TRANSPS OF MATRICES)
PRESSES TONE BUTTON ON CUE	2	3	2	1	1	2	1	2	(TO PUT AUDIBLE BEEP ON TAPE)
PROCESSES BLACK & WHITE FILM	2	3	2	1	1	3	1	2	(TO DEVELOP FILM)
PULLS HANDLE ON MODEL	1	3	2	1	1	2	1	1	(TO ENSURE MODEL IN WORKING ORDER)
SCREWS PLASTIC MODEL TO DISPLAY	1	3	2	1	1	2	1	1	(TO MOUNT MODEL)
TESTS LIGHT LEVEL	3	3	3	1	1	3	1	2	(TO SET CAMERA)
USES PREPARED ACETATES	3	3	3	1	1	4	2	3	(TO INDICATE IMAGE AREA)
USES SEALING IRON	1	3	2	1	1	2	1	1	(TO MOUNT SLIDES)
USES SLIDE MOUNTS	1	3	2	1	1	2	1	2	(TO MOUNT SLIDES)
USES TAPE	1	3	1	1	1	2	1	1	(TO TAPE FILM SHEETS TO FRAME)
USES TECHNIFAX HINGES	1	3	2	1	1	1	1	1	(TO MOUNT TRANSPARENCIES)
LEVEL 2 - MANIPULATING/OPERATING									
ADJUSTS PLACEMENT OF CAMERA	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY VISUAL)
ADJUSTS PLACEMENT OF MIKES	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY SOUND)
ADJUSTS PLACEMENT OF LIGHTS	2	6	3	1	2	3	1	2	(TO ENSURE QUALITY VISUAL)
APPLIES GUMMED LETTERING TO PAPER	2	3	2	1	2	2	1	2	(TO PRODUCE ARTWORK)
ARRANGES LETTERS AND PICTURE	2	6	2	1	2	2	1	2	(TO PRODUCE ARTWORK)

9. PRODUCTION ACTIVITIES(CONT)

	*I	S	D	P	I	R	M	L	
ASSEMBLES MATERIALS ON MASTER	3	3	4	1	2	2	2	2	(TO PREPARE COPY FOR PRINTING)
ASSEMBLES SHEETS OF FILM ON MOUNT	1	3	2	1	2	2	1	1	(TO PRODUCE OVERLAYS)
BUILDS SOUND PROOF CEILING	3	3	2	1	2	3	3	2	(TO EQUIP CCTV STUDIO)
CUTS LEADER FROM FILM	3	3	3	1	2	2	1	2	(TO PRODUCE CONTINUOUS FOOTAGE)
CUTS PIECES OF STYROFOAM	2	3	2	1	2	2	2	1	(TO BUILD CONTOURS)
DEVELOPS CONTACT PRINTS	2	5	2	4	2	2	2	2	(TO DEMONSTRATE DEVELOPMENT)
DEVELOPS FILM	2	5	2	4	2	2	2	2	(TO DEMONSTRATE FILM DEVELOPMENT)
EXPOSES CONTACT PRINTS IN FRAME	2	5	2	4	2	2	2	2	(TO DEMONSTRATE EXPOSURE)
GLUES PIECES OF STYROFOAM	2	3	2	1	2	2	2	1	(TO BUILD CONTOURS)
INSERTS FILM	3	3	3	1	2	3	1	2	(TO LOAD CAMERA)
MAKES PATCHES ON ELECTRONIC PANEL	3	3	2	1	2	2	2	1	(TO MAKE REMOTE RECORDING)
MIXES NARRATION TAPE & SOUND	3	3	3	1	2	4	1	3	(TO PRODUCE FINISHED TAPE)
OPERATES 35 MM CAMERA	3	3	4	1	2	4	2	1	(TO PHOTOGRAPH)
OPERATES ART O GRAPH MACHINE	2	3	3	1	2	2	1	2	(TO PRODUCE TRACED IMAGE)
OPERATES AUDIO EQUIPMENT	3	3	3	1	2	2	2	2	(TO PRODUCE REMOTE RECORDING)
OPERATES AUDIO TAPE RECORDER	2	3	2	1	2	2	1	2	(TO TAPE CLASSROOM DIALOGS)
OPERATES AUDIO TAPE CONSOLE	2	3	2	1	2	3	1	2	(TO MAKE TAPE CARTRIDGES)
OPERATES CAMERA AND VTR	3	3	3	1	2	3	1	2	(TO MAKE VTR RECORDING)
OPERATES COPYCAT MACHINE	2	3	2	1	2	2	1	2	(TO PREPARE PLATES FOR OFFSET)
OPERATES COPY CAMERA	2	3	2	1	2	2	1	2	(TO PHOTOGRAPH COPYWORK)
OPERATES CONTACT PRINTER	2	3	2	1	2	3	2	2	(TO MAKE BLACK & WHITE PRINTS)
OPERATES COPY CAMERA	3	3	2	1	2	3	1	2	(TO MAKE SLIDES OF VISUALS)
OPERATES COPY PROCESS CAMERA	3	3	3	1	2	3	2	3	(TO MAKE HALF TONE COPY)
OPERATES CONTACT PRINTER	3	3	3	1	2	3	2	2	(TO MAKE COLOR PRINTS)
OPERATES COPY CAMERA	3	3	2	1	2	3	1	2	(TO PRODUCE SLIDES)
OPERATES COMPUTER TERMINAL	2	6	2	1	2	2	1	2	(TO STORE PROGRAM IN MEMORY)
OPERATES ENLARGER	2	3	2	1	2	3	2	2	(TO MAKE BLACK & WHITE PRINTS)
OPERATES ENLARGER	3	3	3	1	2	3	2	2	(TO MAKE COLOR PRINTS)
OPERATES HEADLINER MACHINE	3	3	3	1	2	3	1	2	(TO PRODUCE FILM LETTERING)
OPERATES HIGH SPEED DUPLICATOR	2	3	3	1	2	2	1	2	(TO PRODUCE COPIES OF AUDIOTAPES)
OPERATES ITEK MACHINE	2	3	2	1	2	2	1	1	(TO PRODUCE MASTER FOR OFFSET)
OPERATES LINOSCRIBE MACHINE	2	3	2	1	2	2	1	2	(TO MAKE LETTERING)
OPERATES MOTION PICTURE CAMERA	2	3	3	1	2	4	1	3	(TO RECORD ACTION)
OPERATES MOTION PICTURE PROJECTOR	2	3	2	1	2	2	1	2	(TO PREVIEW RAW FOOTAGE)
OPERATES MOVIEPROJECTOR & RECORDER	3	3	3	1	2	3	1	2	(TO RECORD AUDIO FROM FILM)
OPERATES OFFSET PRESS	2	3	2	1	2	2	1	1	(TO PRINT MATERIALS)
OPERATES OZALID MACHINE	2	3	3	1	2	3	1	2	(TO PRODUCE TRANSPARENCY)
OPERATES POLAROID CAMERA	3	3	2	1	2	3	1	2	(TO PHOTOGRAPH COMPLICATED VISUALS)
OPERATES SIMPLE CAMERA	2	5	2	4	2	2	2	2	(TO DEMONSTRATE CAMERA OPERATION)
OPERATES SOUND EQUIPMENT	2	3	3	1	2	4	1	3	(TO RECORD SOUND)
OPERATES SPIRAL BINDING MACHINE	1	3	2	1	2	1	1	1	(TO BIND MATERIALS)
OPERATES TAPE RECORDER	2	3	2	1	2	3	1	1	(TO RECORD LESSON SIMULATION)

5. PRODUCTION ACTIVITIES(CONT)	WL	S	D	P	I	R	M	L	
OPERATES TAPE RECORDER, RECORDPLAYER	2	3	2	1	2	3	1	2	(TO MAKE ANTHOLOGY TAPE)
OPERATES TAPE RECORDER	2	3	2	1	2	2	1	2	(TO DUPLICATE CARTRIDGES)
OPERATES TAPE RECORDER	2	3	2	1	2	2	1	2	(TO PRODUCE SCRATCH TAPE)
OPERATES TAPE RECORDER	2	3	2	1	2	2	1	2	(TO RECORD CONFERENCE SESSIONS)
OPERATES TAPERECORDER & RECORDPLAYER	3	3	2	1	2	2	1	1	(TO PRODUCE AUDIO TAPES OF RECORDS)
OPERATES TAPERECORDER AND TV	3	3	2	1	2	2	1	1	(TO MAKE TAPES OF TV PROGRAMS)
OPERATES TAPE RECORDER AND PROJECTOR	3	3	2	2	2	3	1	2	(TO MAKE SYNCHRONIZED AUDIOTAPE)
OPERATES TV CAMERA	2	3	2	1	2	3	1	3	(TO RECORD SESSION FOR ITV)
OPERATES TWO TAPE RECORDERS	2	3	2	1	2	3	1	2	(TO MAKE MASTER TAPE RECORDING)
OPERATES TWO CONNECTED RECORDERS	3	3	2	1	2	2	1	2	(TO DUPLICATE AUDIOTAPES)
OPERATES VIDEOTAPE CAMERA	3	3	2	1	2	2	1	2	(TO RECORD PRODUCTION)
OPERATES VIDEOTAPE RECORDER	3	3	2	1	2	2	1	2	(TO RECORD PRODUCTION)
PREPARES VTR SET UP	3	3	3	1	2	3	1	2	(TO READY FOR RECORDING)
PUTS IMPULSES ON TAPE	3	3	3	1	2	4	1	3	(TO PRODUCE PULSED TAPE)
SETS SWITCH ON MACHINE	3	3	2	1	2	2	2	1	(TO MAKE REMOTE RECORDING)
SETS UP AUDIO EQUIPMENT	3	3	2	1	2	2	1	1	(TO PREPARE FOR RECORDING)
SETS UP LIGHTS	3	3	2	1	2	2	1	2	(TO PREPARE FOR TAPING)
SETS UP MIKE AND TAPE DECK	2	3	2	1	2	2	1	2	(TO PUT AUDIBLE BEEP ON TAPE)
SETS UP MIKES	3	3	2	1	2	2	1	2	(TO PREPARE FOR TAPING)
SETS UP TRIPOD AND CAMERA	3	3	3	1	2	3	1	2	(TO PREPARE FOR SHOOTING)
SETS UP VIDEOTAPE RECORDER	3	3	2	1	2	3	1	1	(TO PREPARE FOR TAPING)
SETS UP VTR CAMERA	3	3	2	1	2	2	1	2	(TO PREPARE FOR TAPING)
TIMES RECORDING WITH STOP WATCH	3	6	3	1	2	4	1	2	(TO DETERMINE LENGTH)
TIMES SCRATCH TAPE WITH STOPWATCH	3	6	3	1	2	3	2	3	(TO ASSESS LENGTH OF TAPE)
TRACES LINES ON MASTER	2	6	2	1	2	2	1	1	(TO PROVIDE ILLUSTRATIONS)
USES COLOR LIFT PROCESS	2	3	2	1	2	2	1	2	(TO MAKE VISUAL)
USES DIAZO PROCESS	2	3	2	1	2	2	1	2	(TO MAKE TRANSPARENCY OF MASTER)
USES EMBOSSOGRAPH MACHINE	2	3	2	1	2	2	1	1	(TO PRODUCE LETTERS FOR SCALE MODEL)
USES FILM SPLICER	2	3	2	1	2	2	1	2	(TO SPLICE RAW FOOTAGE)
USES GLUE	2	3	2	1	2	2	1	2	(TO MOUNT LETTERING ON MASTER)
USES METAL SAW	2	3	2	1	2	2	2	1	(TO CUT AWAY PARTS OF MODEL)
USES PAINTBRUSH AND PAINT	3	6	2	1	2	2	2	1	(TO PAINT IN TOPOGRAPHICAL FEATURES)
USES PAPER CUTTER	2	3	2	1	2	2	1	1	(TO PREPARE SUPPLIES OF TISSUE)
USES PLASTIC FORMING MACHINE	2	3	2	1	2	2	1	1	(TO MAKE PLASTIC MODEL)
USES RULER	2	6	2	1	2	2	1	2	(TO CHECK SYMMETRY OF DESIGN)
USES STYLUS	3	3	3	1	2	4	1	3	(TO MAKE ACETATE CUT)
USES TACKING IRON AND TISSUE	2	3	2	1	2	2	1	1	(TO PREPARE FOR DRYMOUNTING)
LEVEL 3 - PRECISION WORKING									
DRAWS ORIGINAL CARTOON	3	3	4	1	3	4	1	2	(TO PROVIDE ILLUSTRATION)
PREPARES CAMERA	3	3	3	1	3	3	1	2	(TO READY FOR SHOOTING)
PREPARES SOUND EQUIPMENT	3	3	3	1	3	3	1	2	(TO READY FOR SHOOTING)

3. PRODUCTION ACTIVITIES(CONT)	*I	S	O	P	I	R	M	L	
USES BURNISH ON MATERIALS	2	3	2	1	3	1	1	2	(TO PROVIDE LETTERING)
USES CHISEL AND LATHE	3	6	3	1	3	3	2	1	(TO CARVE WOODEN SCALE MODEL)
USES STENCIL AND MARKING PEN	2	3	2	1	3	1	1	2	(TO PROVIDE LETTERING)

6. EVALUATION-SELECTION ACTIVITIES	*I	S	D	P	T	R	M	L	
DATA SIGNIFICANT									
LEVEL 1 - COMPARING									
CHECKS PICTURES AGAINST SCRIPT	2	1	1	1	1	2	1	3	(TO ENSURE ALL VISUALS PRESENT)
CHECKS SLIDES PRODUCED	1	1	1	1	1	2	1	1	(TO ENSURE ORDER FILLED)
INSPECTS RETURNED MATERIALS	1	1	1	1	1	2	1	1	(TO CHECK FOR DAMAGE)
TESTS PROJECTION FAN	2	6	1	1	1	1	1	1	(TO ENSURE WORKING ORDER)
LEVEL 2 - COPYING									
CHECKS COMPONENTS	3	1	2	1	1	2	1	2	(TO ENSURE COMPLETE)
CHECKS LEVEL OF SUPPLIES	2	1	2	1	1	2	1	1	(TO DETERMINE NEED FOR ORDERS)
CHOOSES APPROPRIATE CHEMICALS	2	1	2	1	1	2	1	2	(TO PROCESS BLACK & WHITE FILM)
COMPARES RESPONSES AND ANSWER KEY	3	1	2	1	1	2	1	2	(TO SCORE EVAL INSTRUMENTS)
MONITORS SOUND FROM LOCATION	3	1	2	1	1	3	1	1	(TO CHECK QUALITY)
OBSERVES AUDIO METERS	2	1	2	1	1	3	2	1	(TO MONITOR BROADCAST SIGNAL)
PROOFREADS COPY	3	1	2	1	1	3	1	3	(TO CHECK FOR ERRORS)
SELECTS APPROPRIATE EQUIPMENT	2	1	2	1	1	2	1	2	(TO TAKE TO CLASSROOM)
SELECTS NEW TUBES	1	1	2	1	1	2	1	1	(TO REPLACE DEFECTIVE TUBES)
TESTS AUDIO EQUIPMENT	3	6	2	1	2	2	1	1	(TO PREPARE FOR RECORDING)
WATCHES METER	2	1	2	1	1	2	1	2	(TO ENSURE APPROP VOLUME FOR BEEP)
LEVEL 3 - COMPUTING/COMPILING									
CHECKS AUDIO LEVEL	3	1	3	1	1	3	1	2	(TO ENSURE ADEQUATE SOUND)
CHECKS CATALOG NOTATION	3	1	3	1	1	3	1	3	(TO ENSURE CORRECT)
CHOOSES APPROPRIATE NARRATOR	3	1	3	1	1	4	1	4	(TO OBTAIN SCRIPT NARRATOR)
READS COURSE MATERIALS	3	1	3	1	1	3	1	3	(TO ENSURE CORRECT CATALOG NOTATIONS)
READS SCRIPT	2	1	3	1	1	2	1	3	(TO ENSURE CORRECT GRAMMAR)
SELECTS APPROPRIATE FILM	3	1	3	1	1	3	1	2	(TO LOAD CAMERA)
SURVEYS CLASSROOM	3	1	3	1	1	3	1	1	(TO DETERMINE SET ARRANGEMENT)
SURVEYS ROOM	3	1	3	1	1	3	1	1	(TO PLAN VTR SET UP)
TABULATES RECOMMENDATIONS	3	1	3	1	1	3	2	4	(TO SUMMARIZE EVALUATION)
TESTS LEVELS ON MIKES	2	6	3	1	2	2	1	2	(TO ENSURE QUALITY SOUND)
LEVEL 4 - ANALYZING									
CHOOSES APPROPRIATE COLORS	3	1	4	1	1	4	1	2	(TO ILLUSTRATE CHART)
EDITS SCRIPT	3	1	4	1	1	3	1	4	(TO IMPROVE QUALITY)
IDENTIFIES APPROP PERSONS	3	1	4	2	1	3	1	3	(TO ASK THEM TO PREVIEW FILMS)
LISTENS TO RECORDING	3	1	4	1	1	4	1	4	(TO ENSURE COMPLETE AND CORRECT)
MONITORS AUDIO DIALS	2	6	4	1	2	4	2	2	(TO MAKE ADJUSTMENTS IN LEVEL)
MONITORS OSCILLOSCOPE	3	6	4	1	2	4	2	2	(TO ENSURE QUALITY PRODUCTION)
OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	1	2	(TO CHANGE CAMERA ANGLE)

B. EVALUATION-SELECTION ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	2	2	(TO SWITCH CAMERAS)
OBSERVES MONITOR	3	6	4	1	2	4	2	2	(TO ADJUST SET AND CAMERA)
OBSERVES SET ON MONITORS	3	5	4	1	2	4	2	2	(TO ADJUST SET AND LIGHTING)
SELECTS MORE APPROP. VISUALS	3	1	4	1	1	4	1	3	(TO IMPROVE PRESENTATION)
THINGS SIGNIFICANT									
LEVEL 1 - HANDLING/TENDING									
INSPECTS RETURNED EQUIPMENT	2	3	2	1	1	2	1	1	(TO CHECK FOR DAMAGE)
TESTS PROJECTOR FAN	2	6	1	1	1	1	1	1	(TO ENSURE WORKING ORDER)
USES SCISSORS	2	3	2	1	1	2	1	2	(TO EDIT PORTIONS OF FILM)
LEVEL 2 - MANIPULATING/OPERATING									
CHECKS IMAGE SIZE AND CLARITY	2	3	2	1	2	2	1	2	(TO PREPARE TO PROJECT SLIDES)
MONITORS AUDIO DIALS	2	6	4	1	2	4	2	2	(TO MAKE ADJUSTMENTS IN LEVEL)
MONITORS OSCILLOSCOPE	3	6	4	1	2	4	2	2	(TO ENSURE QUALITY PRODUCTION)
OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	1	2	(TO CHANGE CAMERA ANGLE)
OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	2	2	(TO SWITCH CAMERAS)
OBSERVES MONITOR	3	6	4	1	2	4	2	2	(TO ADJUST SET AND CAMERA)
OBSERVES SET ON MONITORS	3	6	4	1	2	4	2	2	(TO ADJUST SET AND LIGHTING)
TESTS AUDIO EQUIPMENT	3	6	2	1	2	2	1	1	(TO PREPARE FOR RECORDING)
TESTS EQUIPMENT TO BE LOANED	2	3	3	1	2	2	1	2	(TO ENSURE OPERATING CONDITION)
TESTS LANGUAGE LAB EQUIPMENT	2	3	2	1	2	3	1	1	(TO LOCATE OPERATING FLAWS)
TESTS LEVELS ON MIKES	2	6	3	1	2	2	1	2	(TO ENSURE QUALITY SOUND)

3. SUPPORT-SUPPLY ACTIVITIES [illegible]

DATA [illegible]

LEVEL 1 - COMPARING									
COMPARES ITEMS WITH PURCHASE ORDER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ENSURE ORDER IS CORRECT)
COMPARES LIST WITH PAST LIST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO CHECK ACCURACY)
COMPARES SCHEDULE CARD WITH STOCK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ASCERTAIN MISSING ITEMS)
COMPARES TITLE WITH CATALOG	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO DETERMINE IF ALREADY CATALOGED)
SORTS MATERIALS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE FOR SHELVING)
USES CHECKLIST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO LOCATE MATERIALS FOR DELIVERY)
LEVEL 2 - COPYING									
ALPHABETIZES CHECK OUT CARDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE TO FILE)
ALPHABETIZES CATALOG CARDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE FOR FILING)
ARRANGES SHELF LIST CARDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE FOR FILING)
ARRANGES TAPES IN RACK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE TO BROADCAST)
ASSIGNS CODE NUMBER TO CARDS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO KEEP RECORDS)
ASSIGNS CODE FROM ACCESSION LIST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO IDENTIFY MATERIALS)
ASSIGNS SUBJECT HEADINGS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO CLASSIFY MATERIALS)
CHECKS LIST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO DETERMINE AVAILABLE MATERIALS)
CHECKS FILM TITLE RECEIVED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ENSURE ACCURACY OF ORDER)
CHECKS NAME AND NUMBER OF FILM	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ENSURE ACCURACY)
CHECKS SCHEDULE BOOK	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO DETERMINE AVAILABLE MATERIALS)
CHECKS SCHEDULE CARD	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO RECORD ITEMS RETURNED)
CHECKS STUDENT SCHEDULE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO IDENTIFY CORRECT ASSIGNMENT)
COMPARES HOLDINGS WITH CATALOGS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO CHECK ACCURACY OF CATALOGING)
DETERMINES STANDARD NOTATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE TO CATALOG)
LABELS CARTRIDGES	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO IDENTIFY FOR FUTURE USE)
LABELS BOXES OF MATERIALS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO IDENTIFY BOXES)
LOCATES VIDEO TAPE CARTRIDGES	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO PREPARE FOR OPERATION OF LAB)
LOCATES REQUESTED MATERIAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ASSIST REQUESTOR)
LOCATES SCHEDULE CARD	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO RECORD DATE RECEIVED)
LOGS IN RETURNED MATL. & EQUIP.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO HAVE RECORD OF RETURNS)
LOGS OUT MATERIALS AND EQUIPMENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO HAVE RECORD OF LOANS)
MAKES WEEKLY TAB OF BOOKS LOANED	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO HAVE WEEKLY RECORD)
MATCHES FILMS WITH ORDER SLIPS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ASSIGN FILM TO REQUESTOR)
MONITORS STOCK OF PAPER	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO ENSURE ADEQUATE SUPPLIES)
OPERATES COMPUTER TERMINAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO LIST RESOURCES REQUESTED)
OPERATES COMPUTER TERMINAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO MAKE PROGRAM TAPES)
OPERATES COMPUTER TERMINAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO UPDATE OLD PROGRAMS)
READS CATALOG	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO VERIFY LOCATION OF FILMS)
READS SCRIPT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	(TO CHANGE INFORMATION ON CUE)

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7. SUPPORT-SUPPLY ACTIVITIES(CONT)	WL	S	D	P	T	R	M	L	
BUNDLES PRINTED MATERIALS	1	3	1	1	1	1	1	1	(TO PREPARE FOR COLLATING)
CARRIES BOXES TO STORE ROOM	2	3	2	1	1	2	1	1	(TO STORE BOXES)
CARRIES EQUIPMENT TO CLASSROOM	1	3	2	1	1	2	1	1	(TO DELIVER TO CLASSROOM)
CARRIES EQUIPMENT TO ROOM	1	3	1	1	1	1	1	1	(TO STORE EQUIPMENT)
CARRIES FILMS TO WORK AREA	1	3	1	1	1	1	1	1	(TO PREPARE FOR INSPECTION)
CARRIES FILM TO VIEWING ROOM	2	3	1	1	1	1	1	1	(TO AWAIT SHOWING)
CARRIES TAPES TO STORAGE	1	3	2	1	1	2	1	1	(TO STORE FOR NEXT USE)
CHANGES VISUALS ON APPROP. OVERHEAD	1	3	2	1	1	2	1	1	(TO PROVIDE ILLUSTRATIONS)
CLEANS AND DUSTS MATERIALS	1	3	1	1	1	1	1	1	(TO MAINTAIN CONDITION)
CLEANS AND REFILLS PICKLE JAR	1	3	1	1	1	2	1	1	(TO MAINTAIN)
CLEANS AV EQUIPMENT	1	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
CLEANS HEADS ON VTR	2	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
CLEANS HEADS ON EDEX CONSOLE	2	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
CLEANS LANGUAGE LAB EQUIPMENT	2	3	2	1	1	2	1	1	(TO ENSURE GOOD WORKING ORDER)
CLEANS LENSES ON PROJECTORS	1	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
CLEANS OFF POINTS AND ROLLERS	1	3	1	1	1	1	1	1	(TO MAINTAIN FILM INSPECTOR)
CLEANS ROLLERS	1	3	1	1	1	2	1	1	(TO MAINTAIN OFFSET MACHINE)
CLEANS WORK AREA	1	3	1	1	1	1	1	1	(TO KEEP CLEAN/ORGANIZED)
DEMAGNETIZES HEADS ON RECORDERS	2	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
LABELS CARTRIDGES	2	6	2	1	1	2	1	2	(TO IDENTIFY FOR FUTURE USE)
LAYS OUT INKS AND FILM IN LAB	2	3	2	1	1	2	1	1	(TO PREPARE FOR STUDENTS USE)
LOADS CARTRIDGES IN CONSOLE	1	3	2	1	1	2	1	2	(TO PREPARE FOR OPERATION OF LAB)
LOADS EQUIPMENT ON CART	1	3	1	1	1	1	1	1	(TO DELIVER TO CONFERENCE ROOM)
LOADS VAN WITH EQUIPMENT	1	3	1	1	1	1	1	1	(TO DELIVER TO LOCATION)
MEASURES COMPONENTS	3	3	2	1	1	3	2	2	(TO DETERMINE SIZE OF BOX)
MOVES COUNTER DIAL TO FRAME	2	3	2	1	1	2	1	2	(TO PREPARE FOR USE)
OILS AV EQUIPMENT	2	3	2	1	1	2	1	1	(TO KEEP IN WORKING ORDER)
OPERATES REAR SCREEN OVERHEAD	1	3	2	1	1	2	1	1	(TO SHOW VISUALS)
OPERATES XEROX	1	3	2	1	1	3	1	3	(TO MAKE COPIES OF MESSAGES RECEIVED)
PACKAGES PRINTED MATERIALS	1	3	2	1	1	1	1	1	(TO PREPARE FOR DELIVERY)
PACKS FILMS IN BOX	1	3	1	1	1	1	1	1	(TO RETURN TO LIBRARY)
PACKS FILMSTRIPS IN MAILING TUBE	1	3	1	1	1	2	1	2	(TO PREPARE FOR DELIVERY)
PACKS UP EQUIPMENT	2	3	2	1	1	2	1	1	(TO RETURN TO AV CENTER)
PASTES DATE-DUE SLIPS IN BOOKS	1	3	1	1	1	2	1	1	(TO PREPARE FOR CIRCULATION)
PICKS UP AND CARRIES BOXES	1	3	1	1	1	2	1	1	(TO LOAD IN VAN)
PLACES COLLATED MATERIALS IN BOX	2	3	2	1	1	2	1	2	(TO PACK BOXES)
PLACES INSPECTED FILMS ON SHELVES	1	3	1	1	1	1	1	1	(TO STORE FOR FUTURE USE)
PLACES MATERIALS ON SHELVES	1	3	1	1	1	2	1	1	(TO STORE FOR NEXT USE)
PLACES MATERIALS IN BOXES	1	3	1	1	1	2	1	1	(TO PREPARE FOR DELIVERY)
PLACES TABLES IN POSITION	2	3	2	1	1	2	1	2	(TO PREPARE FOR PRESENTATION)
PLACES TAPE CARTRIDGES ON SHELF	1	3	2	1	1	1	1	1	(TO STORE FOR FUTURE USE)
PRESSES BUTTON ON CONSOLE	3	3	2	1	1	3	1	2	(TO RESTORE SYNCHRONIZATION)

7. SUPPORT-SUPPLY ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
PRESSES FILM GUIDE WHEEL	2	3	2	1	1	2	1	1	(TO RESTORE WORKING ORDER)
PRESTAMPS DATE DUE CARDS	1	3	2	1	1	2	1	1	(TO PREPARE FOR DISTRIBUTION)
PUSHES CART	1	3	1	1	1	1	1	1	(TO DELIVER TO CONFERENCE ROOM)
PUTS LABEL ON BOXES	2	3	2	1	1	2	1	2	(TO IDENTIFY BOXES)
PUTS MATERIALS IN PILES	3	3	2	1	1	2	1	2	(TO PREPARE TO COLLATE)
PUTS PLASTIC JACKETS ON BOOKS	1	3	1	1	1	2	1	1	(TO PROTECT MATERIALS)
PUTS TAPE ON BOXES	2	3	2	1	1	2	1	2	(TO SEAL BOXES)
REFILLS BATH SOLUTIONS	1	3	1	1	1	2	1	1	(TO MAINTAIN ITEK MACHINE)
REFILLS PRINTING SOLUTION	1	3	1	1	1	2	1	1	**(TO MAINTAIN OFFSET MACHINE)**
REMOVES DAMAGED MATERIALS	2	3	2	1	1	2	1	1	**(TO KEEP FROM CIRCULATION)**
REMOVES STUCK COPIES IN COPIER	2	3	2	1	1	2	1	1	**(TO RESTORE OPERATING CONDITION)**
REPLACES EQUIPMENT ON SHELVES	1	3	2	1	1	2	1	1	(TO STORE FOR FUTURE USE)
REPLACES JACKETS ON RECORDS	1	3	2	1	1	2	1	1	(TO KEEP CLEAN)
REPLACES LABELS ON EQUIPMENT	1	3	2	1	1	2	1	1	(TO ENSURE IDENTIFICATION)
RUBS TIRE WITH SWAB	1	3	2	1	1	2	1	1	**(TO CLEAN TIRE)**
SETS UP CIRCULATION DESK DAILY	1	3	2	1	1	2	1	1	**(TO PREPARE FOR DISTRIBUTION)**
SETS UP TAPE RECORDER	2	3	2	1	1	2	1	2	**(TO PREPARE FOR PLAYBACK)**
SPRAYS CONTROLS IN CONSOLE	2	3	2	1	1	2	1	1	(TO CLEAN)
STAMPS OWNERSHIP MARK ON MATERIALS	1	3	1	1	1	2	1	1	(TO IDENTIFY MATERIALS)
STANDS UP SCREENS	2	3	2	1	1	2	1	2	(TO PREPARE FOR PRESENTATION)
STORES TAPES ON RACK	1	3	1	1	1	2	1	1	**(TO STORE FOR NEXT USE)**
TAPES EXTENSION CORDS TO FLOOR	2	3	2	1	1	2	1	2	**(TO PREPARE FOR PRESENTATION)**
TESTS CONTROL DEVICE	2	3	2	1	1	2	1	2	**(TO PREPARE FOR PRESENTATION)**
TIES TAG ON MACHINE	1	3	1	1	1	2	1	1	(TO IDENTIFY MACHINE)
TURNS ON DRYMOUNT PRESS	2	3	2	1	1	2	1	1	(TO PREPARE FOR STUDENTS USE)
UNLOADS EQUIPMENT	1	3	1	1	1	1	1	1	(TO DELIVER TO CONFERENCE ROOM)
UNLOADS TRUCK	1	3	1	1	1	1	1	1	**(TO DELIVER EQUIPMENT)**
UNPACKS RETURNED FILMSTRIPS	1	3	1	1	1	2	1	2	**(TO RETURN TO STORAGE)**
USES COTTON SWABS AND ALCOHOL	1	3	2	1	1	1	1	1	**(TO CLEAN HEADS ON VIDEOTAPE RECORDER)**
USES STOPWATCH	2	3	3	1	1	2	1	2	(TO RECORD RUNNING TIME OF FILM)
USES TUBE TESTER	1	3	2	1	1	1	1	1	(TO TEST TUBES)
WHEELS DOLLIES	1	3	1	1	1	1	1	1	(TO DELIVER EQUIPMENT)
WHEELS TRUCK TO CLASSROOM	1	3	1	1	1	1	1	1	(TO DELIVER EQUIPMENT)
LEVEL 2 - MANIPULATING/OPERATING									
CHANGES BULBS IN OVERHEAD PROJECTOR	2	3	2	1	2	2	1	1	(TO RESTORE WORKING ORDER)
CHANGES PROJECTOR BULBS & FUSES	2	3	2	1	2	2	1	1	(TO MAINTAIN IN WORKING ORDER)
CHANGES TAPE IN CONSOLE	2	3	2	1	2	2	1	2	(TO MAKE MACHINE OPERATIONAL)
DRIVES CAR	3	3	2	1	2	2	1	2	**(TO PICK UP DEFECTIVE EQUIPMENT)**
DRIVES CAR	3	3	2	1	2	2	1	2	**(TO DELIVER REPAIRED EQUIPMENT)**
DRIVES TO LOCATION	3	3	1	1	2	3	1	1	**(TO DELIVER EQUIPMENT)**
DRIVES TO SCHOOLS	3	3	1	1	2	3	1	1	(TO CONSULT WITH TEACHERS)

7.' SUPPORT-SUPPLY ACTIVITIES(CONT)

	WI	S	D	P	T	R	M	L	
DRIVES VISITOR TO SCHOOL	2	5	2	2	2	2	1	3	(TO SHOW PROJECT IN OPERATION)
HOOKS UP COMPONENTS	3	3	3	1	2	3	1	2	(TO INSTALL)
HOOKS UP EACH COMPONENT	3	3	2	1	2	2	1	1	(TO PREPARE TO TEST)
INSTALLS NEW PART	2	3	2	1	2	3	1	4	(TO RESTORE WORKING ORDER)
LOADS AUTOTUTOR MACHINE	2	3	2	1	2	2	1	1	(TO PREPARE FOR USE)
OPERATES AIR COMPRESSOR	1	3	2	1	2	1	1	1	(TO REMOVE DUST FROM PROJECTOR)
OPERATES AUDIO TAPE RECORDER	2	3	2	1	2	2	1	2	(TO PLAYBACK CLASSROOM DIALOGS)
OPERATES BROADCAST CONSOLE	2	3	2	1	2	3	2	2	(TO SWITCH PROGRAM SOURCES)
OPERATES COMPUTER TERMINAL	2	3	2	1	2	3	1	3	(TO PRINT OUT TUTORIAL STRATEGY)
OPERATES COMPUTER TERMINAL	2	6	2	1	2	2	2	2	(TO LIST MESSAGES RECEIVED)
OPERATES COMPUTER TERMINAL	2	6	2	1	2	2	2	2	(TO MAKE PROGRAM TAPES)
OPERATES COMPUTER TERMINAL	2	6	2	1	2	2	2	2	(TO UNSAVE OLD PROGRAMS)
OPERATES EQUIPMENT	3	3	2	1	2	3	1	2	(TO VIEW MULTISCREEN PRESENTATION)
OPERATES FILMSTRIP PROJECTOR	2	3	2	1	2	2	1	1	(TO TEST REPORTED MALFUNCTION)
OPERATES FILMSTRIP PROJECTOR	2	3	2	1	2	2	1	1	(TO TEST LENS FOR DIRT)
OPERATES HARWALD FILM INSPECTOR	2	3	2	1	2	2	1	1	(TO INSPECT AND REPAIR FILM)
OPERATES MOVIE PROJECTOR	2	3	2	1	2	2	1	2	(TO PREVIEW FILM)
OPERATES MOVIE PROJECTOR	2	3	2	1	2	2	1	1	(TO SHOW FILM)
OPERATES OVERHEAD PROJECTOR	2	3	3	1	2	2	1	1	(TO TEST FINISHED TRANSPARENCY)
OPERATES PROJECTOR	2	3	2	1	2	2	1	2	(TO TEST REPAIR)
OPERATES PROJECTOR	3	3	2	1	2	3	1	1	(TO DETERMINE NON-FUNCTIONING PART)
OPERATES RECORD PLAYER	2	3	2	1	2	2	1	2	(TO ENSURE WORKING ORDER)
OPERATES RECORD PLAYER	3	3	2	1	2	3	1	1	(TO DETERMINE NON-FUNCTIONING PARTS)
OPERATES SLIDE PROJECTOR	2	3	2	1	2	2	1	3	(TO MAKE PRESENTATION ON PROJECT)
OPERATES SLIDE PROJECTOR	2	3	2	1	2	2	1	2	(TO SHOW EXEMPLARY SLIDES)
OPERATES SLIDE PROJECTOR	2	3	2	1	2	3	1	3	(TO SHOW RAW PRESENTATION TO CLIENT)
OPERATES TAPE RECORDER	2	3	2	1	2	2	1	2	(TO CHECK ACCURACY OF BEEPS)
OPERATES TAPE RECORDER	3	3	3	1	2	3	1	3	(TO PLAY INSTRUCTIONAL TAPES)
OPERATES VIDEOTAPE RECORDER	2	3	2	1	2	2	1	2	(TO RECORD PROGRAMS FROM NETWORK)
OPERATES VIDEOTAPE RECORDER	2	3	2	1	2	2	1	2	(TO TRANSMIT PROGRAMS FROM NETWORK)
OPERATES VTR	3	3	3	1	2	3	1	2	(TO PLAYBACK RECORDING)
PREPARES VTR SET UP	3	3	3	1	2	3	1	2	(TO READY FOR PLAYBACK)
READIES MATS AND EQUIPMENT IN LAB	2	3	2	1	2	2	1	2	(TO PREPARE FOR STUDENTS' USE)
REPAIRS LECTERNS	2	3	2	1	2	2	1	2	(TO RESTORE WORKING ORDER)
REPAIRS MINOR FLAWS IN LECTERN	2	3	2	1	2	2	1	2	(TO MAINTAIN IN WORKING ORDER)
REPAIRS TV RECEIVERS	3	3	3	1	2	3	1	2	(TO RESTORE WORKING ORDER)
REPLACES FUSE	2	3	2	1	2	3	1	2	(TO RESTORE WORKING ORDER)
REPLACES NEEDLE	1	3	2	1	2	1	1	1	(TO RESTORE WORKING ORDER)
REPLACES TUBE	1	3	2	1	2	1	1	1	(TO RESTORE WORKING ORDER)
SETS UP APPROPRIATE EQUIPMENT	2	3	2	1	2	2	1	1	(TO PREPARE FOR CONFERENCE SESSION)
SETS UP CONTROL DEVICE	3	3	2	1	2	2	1	2	(TO PREPARE FOR PRESENTATION)
SETS UP EDEX CONSOLE	3	3	2	1	2	2	1	2	(TO PREPARE FOR INSTRUCTOR)

7. SUPPORT-SUPPLY ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
SETS UP SLIDE PROJECTORS	2	3	2	1	2	2	1	2	(TO PREPARE TO PROJECT SLIDES)
STACKS UP COMPONENTS	3	3	2	1	2	3	1	2	(TO DETERMINE BOXING CONFIGURATION)
STENCILS LABEL ON EQUIPMENT	1	3	1	1	2	2	1	1	(TO IDENTIFY)
THREADS MOVIE PROJECTOR	1	3	1	1	2	2	1	1	(TO READY FOR SHOWING)
UNLOADS AUTOTUTOR MACHINE	2	3	2	1	2	2	1	1	(TO STORE TAPE)
UNPACKS EQUIPMENT	2	3	2	1	2	2	1	1	(TO PREPARE FOR INSTALLATION)
USES TUBE TESTER	2	6	2	1	2	2	1	2	(TO IDENTIFY DEFECTIVE TUBES)
WIPES OFF LENS	2	3	1	1	2	2	1	1	(TO CLEAN LENS)
WIRES COMPONENTS TOGETHER	3	3	3	1	2	3	1	2	(TO INSTALL)
LEVEL 3 - PRECISION WORKING									
REPLACES MINOR WIRING IN AUTOTUTOR	3	3	4	1	3	3	1	2	(TO RESTORE WORKING ORDER)
SETS UP EQUIPMENT	3	3	2	1	3	3	1	2	(TO PREPARE FOR MULTISCREEN PRES.)

8. UTILIZATION ACTIVITIES

	WI	S	D	P	T	R	M	L	
DATA SIGNIFICANT									
LEVEL 2 - COPYING									
WRITES STUDENT RESPONSES	2	1	2	1	1	3	1	1	(TO TRY OUT LESSON)
LEVEL 3 - COMPUTING/COMPILING									
OBSERVES STUDENTS IN LAB	3	4	3	2	1	3	1	1	(TO ENSURE COMPLETION OF ASSIGNMENT)
READS SCRIPT AND SHOWS SLIDES	3	6	3	2	2	3	1	3	(TO SHOW RAW PRESENTATION TO CLIENT)

9. UTILIZATION-DISSEMINATION ACTIVITIES	WI	S	D	P	T	R	M	L	
DATA SIGNIFICANT									
LEVEL 2 - COPYING									
SENDS NOTIFICATION TO REQUESTOR	2	1	2	1	1	2	1	1	(TO INFORM OF DATE SCHEDULED)
LEVEL 3 - COMPUTING/COMPILING									
READS NEW MATERIALS	3	1	3	1	1	3	1	3	(TO CLASSIFY MATERIALS)
SENDS SUGGESTIONS TO PRODUCERS	3	1	3	1	1	3	1	3	(TO INFORM PRODUCERS OF NEEDS)
SENDS SUGGESTIONS TO DIRECTOR	3	1	3	1	1	3	1	3	(TO INFORM DIRECTOR OF NEEDS)
PEOPLE SIGNIFICANT									
LEVEL 4 - CONSULTING/INSTRUCTING									
DEMOS 8 MM MOVIE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS DRYMOUNT PROCESS OPERATION	2	5	3	4	1	3	1	3	(TO INSTRUCT IN USE)
DEMOS FILM STRIP PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS MOVIE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS OVERHEAD PROJECTOR OPERATION	2	5	3	4	1	3	1	3	(TO INSTRUCT IN USE)
DEMOS SLIDE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS SUPER 8 PROJECTOR OPERATION	2	5	3	4	2	4	1	3	(TO INSTRUCT IN USE)
DEMOS TAPE RECORDER OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS VIDEOTAPE RECORDER OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
EXPLAINS OPERATION OF EDEX CONSOLE	3	5	2	4	2	3	1	3	(TO INFORM INSTRUCTOR)
SHOWS HOW TO REPLACE BULBS	3	5	3	4	2	4	1	4	(TO INFORM AIDES OF OPERATION)
SHOWS HOW TO OPERATE AUTOTUTOR	3	5	3	4	2	4	1	4	(TO INFORM AIDES OF OPERATION)
TEACHES PREVENTIVE MAINTENANCE	3	5	3	4	2	3	1	2	(TO INFORM REPAIRMEN)
THINGS SIGNIFICANT									
LEVEL 1 - HANDLING/TENDING									
DEMOS DRYMOUNT PROCESS OPERATION	2	5	3	4	1	3	1	3	(TO INSTRUCT IN USE)
DEMOS OVERHEAD PROJECTOR OPERATION	2	5	3	4	1	3	1	3	(TO INSTRUCT IN USE)
DISTRIBUTES MESSAGES RECEIVED	1	3	2	1	1	2	1	1	(TO INFORM PROJECT STAFF)
LEVEL 2 - MANIPULATING/OPERATING									
DEMOS 8 MM MOVIE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS FILM STRIP PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS MOVIE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS SLIDE PROJECTOR OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
DEMOS SUPER 8 PROJ OPERATION	2	5	3	4	2	4	1	3	(TO INSTRUCT IN USE)
DEMOS TAPE RECORDER OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)

9. UTILIZATION-DISSEMINATION ACTIVITIES(CONT)	WI	S	D	P	T	R	M	L	
DEMOS VIDEOTAPE RECORDER OPERATION	2	5	3	4	2	3	1	3	(TO INSTRUCT IN USE)
EXPLAINS OPERATION OF EDEX CONSOLE	3	5	2	4	2	3	1	3	(TO INFORM INSTRUCTOR)
SHOWS HOW TO REPLACE BULBS	3	5	3	4	2	4	1	4	(TO INFORM AIDES OF OPERATION)
SHOWS HOW TO OPERATE AUTOTUTOR	3	5	3	4	2	4	1	4	(TO INFORM AIDES OF OPERATION)
TEACHES PREVENTIVE MAINTENANCE	3	5	3	4	2	3	1	2	(TO INFORM REPAIRMEN)

3. Middle Level Guidelines

a. Organization of data.

As in the task inventory, the Curriculum Guidelines at this level are grouped according to similar Outcomes, within the DIT. Here, however, the Activity Outcome parts of the task statement are rearranged so that the Outcomes come first, since it is groups of Outcomes that the curriculum planner is most concerned with in planning training for the Middle Level. The Outcome grouping subheadings (e.g. Keeping of purchase records/account) correspond to those in the Task Inventory.

All Outcomes/Activities with a Worker Instruction level of 5 or less are listed here, but only those at the Middle Level (WI Levels 3-5) show printed FJA codes. The reasoning here is parallel to that at the Advanced Level. The Middle Level person works with groups of Outcomes and is responsible for actually performing those Outcomes at WI Levels 3,4 and 5, but in order to be able to work with groups of Outcomes he must also be familiar with all those Outcomes he comes in contact with, i.e., including those with WI Levels 1 and 2. The FJA codes will help the curriculum planner develop training for those WI level 3, 4 and 5 tasks which the technician needs in order to perform his job. The listing of WI level 1 and 2 tasks will serve as a checklist for defining Learner Entry Behavior.

b. Middle Level Guidelines Listing.

(See following pages).

1. ORGANIZATION MANAGEMENT OUTCOMES

1.01 KEEPING OF PURCHASE RECORDS/ACCOUNTS

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO RECORD CURRENT BALANCE	DEDUCTS AMOUNT OF PURCHASE								
TO RECORD PURCHASE	OPERATES CARD PUNCH MACHINE								
TO TOTAL MONTHLY EXPENDITURES	OPERATES ADDING MACHINE								
TO PREPARE PURCHASE ORDERS	SPECIFIES DELIV TIME/PLACE	4	1	4	1	1	4	1	4
TO PREPARE PRICELIST	ESTIMATES COST PER ITEM	4	1	4	1	1	4	2	3
TO PREPARE PURCHASE ORDERS	SIGNS FORMS	4	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO PREPARE PURCHASE ORDERS	SUPERVISES SECRETARY	4	4	4	5	1	4	1	4
TO CREDIT DISTRICT ACCOUNTS	SUPERVISES BOOKKEEPER	5	4	5	5	1	5	1	4

1.02 KEEPING OF WORK RECORDS/PAYMENT RECORDS

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO PROVIDE RECORD FOR PAYMENT	WRITES NUMBER OF HOURS WORKED								
TO KEEP RECORD	COMPUTES AND RECORDS PAYMENTS								
TO DETERMINE PAYMENT	COMPUTES TIME WORKED								
TO PAY NARRATOR	ASSESSES FEE USING UNION RATES	3	1	3	1	1	3	3	3
TO PROVIDE PAYMENT TO OPERATORS	COMPUTES TOTAL HOURS WORKED	3	1	3	1	1	3	3	2

1.03 KEEPING OF STUDENT RECORDS

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO RECORD STUDENT PRESENCE	MAKES MARK IN REGISTER								
TO RECORD STUDENT PROGRESS	RECORDS ERRORS AND FRAME NUMBER								
TO ADD TO STUDENT RECORD	WRITES POST-TEST SCORE								
TO NOTE STUDENT ATTENDANCE	WRITES ON STUDENT RECORD								
TO RECORD STUDENT PROGRESS	ASSIGNS LETTER GRADES	5	1	4	1	1	5	1	3

1.04 KEEPING OF MISCELLANEOUS RECORDS

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO KEEP RECORD OF WORK	LISTS NUMBER OF RECORDINGS MADE								
TO NOTE RETURNED QUESTIONNAIRES	CHECKS LIST								
TO COMPUTE USAGE FIGURES	ANALYZES CIRCULATION RECORDS								
TO COMPUTE USAGE FIGURES	ADDS UP TIMES EQUIPMENT USED								
TO RECORD RECEIPT OF FILM	WRITES INFO ON FILM IN LOG BOOK								
TO RECORD RECOMMENDATIONS	WRITES COMMENTS OF AUDIENCE								
TO RECORD PREVIEW DATA	WRITES DATE IN LOG BOOK								
TO HAVE RECORD OF OPERATION	COLLECTS COMPLETED WORK ORDERS								

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO COMPILE LIST OF NEW MATS	COMPARES EXTANT LIST W PREVIOUS								
TO KEEP RECORD	WRITES INFORMATION ON ASSIGNMENT	3	1	3	1	1	3	1	2
TO COMPILE COUNTY TOTALS	RECEIVES FORMS FROM DISTRICT	3	1	3	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO COMPILE COUNTY TOTALS	SUPERVISES ANALYSIS OF FORMS	5	4	5	5	1	5	1	4

1.05 BILLING OF CLIENTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PROVIDE RECORD FOR BILLING	WRITES MATERIALS AND TIME SPENT								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO BILL DISTRICTS	SUPERVISES SECRETARY	5	4	5	5	1	5	1	4

1.06 FILING OF MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO MAINTAIN RECORD	FILES BROADCAST LOG								
TO MAINTAIN RECORD	FILES TELEX SHEETS								
TO KEEP RECORDS/FILES	FILES USED PRINTING MASTERS								
TO KEEP RECORDS/FILES	FILES PURCHASE ORDERS AND VOUCHERS								
TO KEEP TRACK OF THOSE NOT RECD	FILES PURCHASE ORDERS								
TO UPDATE FILE CARDS	OPERATES TYPEWRITER								
TO UP-DATE FILES	FILES NEW INFO								
TO KEEP RECORD/FILES	FILES ORDER SHEETS IN FOLDER								
TO ADD TO FILES	COMPILES INFO ON NEW MATS	3	1	3	1	1	3	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE TO FILE	ALPHABETIZES CHECK OUT CARDS								
TO PREPARE FOR FILING	ARRANGES SHELF LIST CARDS								
TO PREPARE FOR FILING	ALPHABETIZES CATALOG CARDS								

1.07 MAILING/SHIPPING OF MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO MAIL TO PROCESSOR	PREPARES FILM CARTRIDGE								
TO ADDRESS QUESTIONNAIRE	COPIES INFORMATION FROM LIST								
TO TYPE FILM MAILING LABEL	OPERATES TYPEWRITER								
TO HAVE MATERIALS DISTRIBUTED	GIVES INSTRUCTIONS	4	1	3	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO TRANSMIT LETTER TO APPLICANTS	TELLS SECRETARY	4	2	3	2	1	4	1	4
TO DEFINE SHIPPING ARRANGEMENTS	DISCUSSES WITH SUPERVISOR	4	4	3	2	1	4	1	4

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

1.08 TYPING

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO TYPE INVENTORY	OPERATES TYPEWRITER								
TO TYPE ORDER SHEET	OPERATES TYPEWRITER								
TO PRODUCE COPY OF BUSINESS LETTER	OPERATES TYPEWRITER								
TO TYPE PURCHASE ORDERS	OPERATES TYPEWRITER								
TO TYPE EQUIPMENT LIST	OPERATES TYPEWRITER								
TO TYPE REPAIR REQUEST	OPERATES TYPEWRITER								
TO TYPE BROADCAST LOGS	OPERATES TYPEWRITER								
TO TYPE PROMOTIONAL MATERIAL	OPERATES TYPEWRITER								
TO TYPE FORM REQUEST	OPERATES TYPEWRITER								
TO TYPE CATALOG	OPERATES TYPEWRITER	3	6	2	1	2	2	1	2
TO MAKE TRANSCRIPT OF PROCEEDINGS	USES TAPERECORDER & TYPEWRITER								

1.09 PERFORMANCE OF MINOR CLERICAL ACTIVITIES

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO MAKE STORAGE ENVELOPES	PUTS STAPLES ON FOLDER								
TO MAKE COPIES OF INVENTORY	OPERATES SPIRIT DUPLICATOR-								
TO PREPARE SPECIALIST PREVIEW LIST	WRITES LIST OF TITLES	3	1	3	1	1	3	1	3
TO PREPARE EVAL COMM PREVIEW LIST	WRITES LIST OF TITLES	3	1	3	1	1	3	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO RECEIVE EQUIP/MATS	SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4

1.10 ORDERING OF MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PLACE MATERIALS ORDER	MAILS ORDER FORM TO MANUF								
TO REQUEST MATERIALS FOR PREVIEW	WRITES TO PRODUCER								
TO WRITE REQUISITION LIST	NOTES SUPPLIES NEEDED								
TO ORDER MATERIALS	FILLS OUT ORDER FORM								
TO ORDER ITEMS FOR PREVIEW	WRITES LIST OF ITEMS AND DATES	3	1	3	1	1	4	1	3
TO GROUP ORDER LIST	ARRANGES MATERIALS REQUESTED	3	1	3	1	1	2	1	3
TO COMPILE ORDER LIST FOR PURCHASE	-LISTS MATERIALS/EQUIP COSTS	3	1	3	1	1	2	1	2
TO REMIND OF BACK ORDERS	WRITES LETTERS TO MANUFS	4	1	3	1	1	4	1	4
TO CORRECT WRONG ORDERS	WRITES LETTERS TO MANUFS	4	1	3	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO REPORT SUPPLY NEEDS	TALKS WITH SUPERVISOR								
TO ORDER FILM FOR PURCHASE	INFORMS SECRETARY	3	2	2	2	1	2	1	2
TO ORDER BOXES	CALLS BOX MANUFACTURER	3	2	3	2	1	3	1	3

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO OBTAIN COPY FOR LABELS	CALLS DESIGNER	3	2	3	2	1	3	1	2
TO OBTAIN TYPE STYLE FOR LABELS	CALLS PRODUCER	3	2	3	2	1	3	1	3
TO ORDER LABELS	CALLS PRINTER	3	2	3	2	1	3	1	3
TO INFORM OF MANUF DELAY	CALLS UNIT ORDERING MATS	4	4	3	3	1	4	1	4
TO ASSURE RUSH ORDER	CALLS MANUFACTURER	4	4	3	3	1	4	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO DETERMINE NEED FOR ORDERS	CHECKS LEVEL OF SUPPLIES								

1.11 PURCHASING OF MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PURCHASE MATERIALS	SENDS LIST TO DIRECTOR	3	1	3	1	1	3	1	3
TO INITIATE PURCHASING CYCLE	SENDS ORDER FORMS TO DISTRICTS	3	1	3	1	1	4	1	4
TO ASSURE PAYMENT	ASSIGNS PURCHASE ORDER NUMBER	3	1	3	1	1	3	1	3
TO CANCEL LATE ORDERS	WRITES LETTER TO MANUF	5	1	4	1	1	5	1	5
TO APPROVE FOR PURCHASE	READS EQUIPMENT ORDER	5	1	4	1	1	5	1	4
TO DETERMINE BEST PRICE	COMPARES LIST PRICES	5	1	4	1	1	5	2	4
TO CANCEL LATE ORDERS	MAKES DECISION TO NOTIFY MANUF	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO INSTITUTE OPEN PURCHASE ACCOUNT	NEGOTIATES WITH MANAGEMENT	5	4	4	3	1	5	1	5

1.12 ANALYSIS OF ORGANIZATION COMPONENTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO IDENTIFY NEEDED IMPROVEMENTS	EXAMINES FORMS USED	4	1	4	1	1	4	1	3
TO IDENTIFY MAJOR PROBLEMS	EXAMINES CURRENT ROUTING LISTS	4	1	4	1	1	4	1	3
TO IDENTIFY SERVICE NEEDS	ANALYZES SERVICE REQUESTS	4	1	3	1	1	4	1	4
TO CLARIFY SERVICE NEEDS	WRITES MEMO TO DEPARTMENTS	4	1	3	2	1	4	1	4
TO DETERMINE DECISION MAKERS	ANALYZES PROJECT PERSONNEL/ORGAN	5	1	4	1	1	5	1	5
TO DETERMINE CONSTRAINTS	ANALYZES MANAGEABILITY OF PROJECT	5	1	4	1	1	4	1	4
TO FIND PRODUCTION OPPORTUNITY	IDENTIFIES PROJECTS RELATED TO IDEA	5	1	4	1	1	5	1	4
TO FIND PRODUCTION OPPORTUNITY	IDENTIFIES AMENABLE PROJECT DIRS.	5	1	4	1	1	5	1	4
TO IDENTIFY GAPS IN STAFF	MATCHES STAFF TO ACTIVITIES	5	1	4	1	1	5	1	4
TO DEVELOP FUNCTIONAL MATRIX	ANALYZES RELATIONS BETWEEN FUNCTS	5	1	4	1	1	4	1	4
TO IDENTIFY CURRENT WORK	READS PROJECT REPORTS	5	1	4	1	1	5	1	5
TO IDENTIFY NEW PROGRAMS	ANALYZES BUDGET SUBMISSIONS	5	1	4	1	1	4	1	4
TO DETERMINE STAFF/TIME/RESOURCES	ANALYZES ACTIVITIES	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENTIFY MAJOR PROBLEMS	DISCUSSES WITH WORKERS	4	4	4	4	1	4	1	3
TO CLARIFY SERVICE NEEDS	CALLS DEPARTMENTS	4	2	3	2	1	4	1	4
TO UNDERSTAND POLITICAL ASPECTS	LISTENS IN MEETING	5	1	4	1	1	5	1	5

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

1.13 SCHEDULING MEETINGS/APPOINTMENTS

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO HOLD DEMONSTRATION	SELECTS MEETING TIME AND PLACE	3	1	3	1	1	2	1	2
TO SCHEDULE TIME & DATE	CHECKS PERSONAL SCHEDULE	3	1	2	1	1	3	1	3
TO HOLD SEMINAR	SELECTS TIME AND PLACE	4	1	4	1	1	4	1	4
TO SET DATES FOR EVALUATIONS	CHECKS CALENDAR	4	1	3	1	1	3	1	3

	PERSONNEL MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO SCHEDULE EVALUATION SESSIONS	CALL AUDITORIUM COORDINATOR	3	2	3	2	1	3	1	3
TO ARRANGE FOR MEETING	CALLS PARENT	3	2	3	2	1	3	1	4
TO SET TIME & PLACE FOR INTERVIEW	CALLS APPLICANTS	4	2	3	2	1	4	1	4
TO ARRANGE FOR ROOM	CALLS BLDG COORDINATOR	4	2	3	2	1	5	1	4
TO ARRANGE FOR TEST AUDIENCE	CALLS SCHOOL	4	2	4	2	1	4	1	4
TO ARRANGE FOR PILOT TEST	DISCUSSES WITH TRAINING OFFICER	4	4	4	4	1	4	1	4
TO OBTAIN SUBJECTS FOR STUDY	CONTACTS INDIVIDUALS OR SCHOOLS	4	2	4	2	1	4	1	4
TO ARRANGE FOR LESSON SIMULATION	SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5
TO END LESSON SIMULATION	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO ARRANGE FOR DISCUSSIONS W VISITOR	SPEAKS WITH STUDENTS/TEACHERS	5	4	4	4	1	5	1	4

1.14 ASSIGNMENT/COORDINATION OF WORK OF UNITS/PERSONNEL

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO ASSIGN WORK TO PRODUCTION UNITS	ARRANGES STORYBOARD CARDS								
TO HAVE PREVIEW MATERIALS ORDERED	GIVES INSTRUCTIONS TO STAFF	3	2	3	2	1	3	1	3
TO COORDINATE PRODUCTION	WRITES STANDARD PRODUCTION ORDER	3	1	3	1	1	4	1	2
TO ASSIGN COMPLETION DATES	WRITES TIME SCHEDULE	3	1	4	1	1	4	3	2
TO REQUEST REVIEW OF EXTANT MATS	WRITES MEMOS TO DEPARTMENTS	3	1	3	1	1	3	1	3
TO HAVE TAPE PRODUCED	TRANSMITS SCRIPT TO NARRATOR	4	1	3	1	1	4	1	4
TO ASSESS WORK TO BE DONE	READS ASSIGNED SCRIPT	4	1	4	1	1	3	1	4
TO ASSIGN FOR ACTION	ROUTES INCOMING CORRESPONDENCE	4	1	3	5	1	4	1	4
TO INFORM PUBLICATIONS	ESTIMATES NUMBER OF COPIES NEEDED	5	1	4	1	1	4	1	4
TO HAVE PRESENTATION PRODUCED	TRANSMITS SPECS. TO PROD. FUNC.	5	1	5	1	1	5	1	4
TO REQUIRE BUDGET SUBMISSIONS	WRITES MEMO TO SUBORDINATES	5	1	4	1	1	4	1	4

	PERSONNEL MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO CLARIFY ASSIGNMENT	CONVERSES WITH SUPERVISOR								
TO HAVE BUDGET TYPED	GIVES INSTRUCTIONS TO SECRETARY	3	2	2	2	1	2	1	3
TO ARRANGE FOR PROD OF VISUALS	CALLS PRODUCTION UNIT	4	2	3	2	1	5	1	4
TO ARRANGE FOR EVAL DATA COLLECTION	CALLS SCHOOL	4	2	2	2	1	3	1	2
TO ARRANGE FOR DATA PROCESSING	CALLS COMPUTER CENTER	4	2	3	2	1	3	1	2
TO HAVE TESTS TYPED/DUPLICATED	SUPERVISES SECRETARY	4	2	4	5	1	5	1	4
TO HAVE LIST OF OLD FILMS COMPILED	REQUESTS SECRETARY	4	2	3	2	1	3	1	3

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO HAVE PRINTS PRODUCED	GIVES INSTRUCTIONS TO LAB	4	4	4	3	1	4	1	4
TO ORGANIZE MASS PRODUCTION	DISCUSSES WITH PUBLICATIONS	4	4	4	4	1	4	1	4
TO ASSIGN TO COURSE	IDENTIFIES TEACHING PERSONNEL	4	1	4	1	1	4	1	4
TO GIVE ARCHITECT DESIGN SPECIFS	EXPLAINS WORK OF ORGANIZATION	5	4	4	4	1	5	1	5
TO GIVE ARCHITECT DESIGN SPECIFS	EXPLAINS HOW FACILITIES AID WORK	5	4	4	4	1	5	1	5
TO GIVE ARCHITECT DESIGN SPECIFS	EXPLAINS COMMUNIC/INTERACTION NEEDS	5	4	4	4	1	5	1	5
TO GIVE ARCHITECT DESIGN SPECIFS	EXPLAINS SPECIAL NEEDS OF STAFF	5	4	4	4	1	5	1	5
TO GIVE ARCHITECT DESIGN SPECIFS	EXPLAIN FINANCIAL CONSTRAINTS	5	4	4	4	1	5	1	5
TO DETERMINE WORK ASSIGNS	DISCUSSES W STAFF	5	4	4	4	1	5	1	4

1.15 DETERMINING FINANCES/FINANCIAL CONSTRAINTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DETERMINE MONEY AVAILABLE	ANALYZES BUDGET	4	1	4	1	1	3	1	4
TO DETERMINE IF FEASIBLE	ANALYZES COST OF MODEL	4	1	4	1	1	4	1	4
TO DETERMINE COST CONSTRAINTS	ANALYZES BUDGET	4	1	4	1	1	4	1	4
TO DISCOVER FISCAL RESOURCES	READS BUDGET	4	1	4	1	1	4	1	4
TO ACQUIRE OVERHEAD FIGURES	SUBMITS PROPOSAL TO CONTRACTS OFFICE	4	1	3	1	1	4	1	3
TO DETERMINE MONEY CONSTRAINTS	ANALYZES STUDY COSTS	4	1	4	1	1	4	1	4
TO DETERMINE FINANCIAL CONSTRAINTS	ANALYZES MONETARY CONSIDERATIONS	5	1	4	1	1	4	1	4
TO ASCERTAIN PROPOSED COST	READS ARCHITECT'S BUDGET	5	1	4	1	1	5	2	4
TO DETERMINE STAFF SALARY NEEDS	ANALYZES STAFF NEEDS	5	1	4	1	1	4	1	4
TO DETERMINE RESOURCES AVAILABLE	ANALYZES BUDGET	5	1	4	1	1	5	3	4
	RESEARCH - THEORY ACTIVITIES								
TO COMPUTE MONEY SAVED	MEASURES COSTS OF INSTRUCTION	4	1	3	1	1	3	2	3
	EVALUATION - SELECTION ACTIVITIES								
TO DETERMINE PURCHASE PRIORITY	ASSESSES REQUESTS FOR NEW EQUIP/MATS	4	1	4	1	1	3	1	2

1.16 SEEKING FUNDS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO OBTAIN FUNDS FOR RESEARCH STUDY	TRANSMITS PROPOSAL TO FUNDING	3	1	3	1	1	3	1	3
TO SUPPORT RESEARCH PROJECT	DEVELOPS BUDGET	4	1	4	1	1	5	3	4
TO SUPPORT PROPOSAL	WRITES UP BUDGET	4	1	4	1	1	4	2	4
TO ACQUIRE FUNDS FOR OPERATION	WRITES MEMOS TO MANAGEMENT	5	1	4	1	1	5	1	4
TO ACQUIRE FUNDS FOR OPERATION	JUSTIFIES EXPENDITURES	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENTIFY APPROP FUNDING SOURCES	CONTACTS COLLEAGUES	5	4	4	2	1	4	1	4
TO ACQUIRE FUNDS FOR OPERATION	NEGOTIATES WITH MANAGEMENT	5	4	4	3	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO IDENTIFY INTERNAL SUPPORT $	READS BUDGET	5	1	4	1	1	5	1	4

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
TO IDENTIFY POSSIBLE $ SOURCES	READS NEWSLETTERS, $ STATEMENTS	5	1	4	1	1	5	1	5
TO IDENTIFY APPROP FUNDING SOURCES	READS JOURNALS	5	1	4	1	1	4	1	4
1.17 COMPUTING BUDGETS/FINANCIAL RECORDS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO COMPUTE TOTAL BUDGET	OPERATES ADDING MACHINE	3	6	2	1	2	3	1	2
TO COMPUTE COST PRODUCT DATA	PERFORMS COST ANALYSIS	4	1	4	1	1	5	1	4
TO COMPUTE BUDGET	CALCULATES MONEY AVAILABLE	4	1	3	1	1	4	3	3
TO DEVELOP PRODUCTION BUDGET	ANALYZES PRODUCTION PLAN	4	1	4	1	1	4	3	4
TO DEVELOP COST ANALYSIS	ESTIMATES COST FOR EACH SEGMENT	4	1	4	1	1	4	3	3
TO DEVELOP COST ANALYSIS	ADDS ESTIMATED COSTS FOR SEGMENTS	4	1	3	1	1	4	3	3
TO COMPUTE STAFF BUDGET	ANALYZES PAY SCHEDULES	4	1	4	1	1	4	1	4
TO COMPUTE EQUIPMENT BUDGET	ASSESSES EQUIPMENT NEEDS	4	1	4	1	1	4	1	4
TO COMPUTE MATERIALS BUDGET	ASSESSES MATERIALS NEEDS	4	1	4	1	1	4	1	4
TO DEVELOP PROJECTED BUDGET	PROJECTS SYSTEM GROWTH	5	1	4	1	1	4	3	4
TO DEVELOP SUPPORTING BUDGET	ANALYZES WORK PLANS	5	1	4	1	1	5	1	4
TO DETERMINE STAFF BUDGET	LISTS STAFF TIME AND RATES	5	1	4	1	1	4	3	4
TO DETERMINE EQUIPMENT BUDGET	LISTS EQUIPMENT NEEDS AND COSTS	5	1	4	1	1	4	3	4
TO DETERMINE MATERIALS BUDGET	LISTS MATERIALS NEEDS AND COSTS	5	1	4	1	1	4	3	4
TO DETERMINE TOTAL BUDGET	TOTALS COSTS	5	1	4	1	1	4	3	4
TO WRITE FINANCIAL PLAN	ASSESSES EXPENDITURES	5	1	5	1	1	5	1	5
TO DEVELOP BUDGET DRAFT	COMPILES SUB-BUDGETS	5	1	4	1	1	4	3	4
TO DEVELOP FINAL BUDGET	INCORPORATES IMPROVEMENT IN BUDGET	5	1	4	1	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO DEVELOP INITIAL BUDGET	EXAMINES ALTERNATE SYSTEMS	4	1	4	1	1	4	3	4
	SUPPORT - SUPPLY ACTIVITIES								
TO PROVIDE BUDGET INFORMATION	LISTS PROJECTED EQUIPMENT NEEDS	3	1	3	1	1	3	2	1
1.18 WRITING PROPOSALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO WRITE TEXT OF PROPOSAL	ANALYZES PROPOSAL GUIDELINES	5	1	4	1	1	4	1	4
1.19 GETTING APPROVAL/EVALUATIONS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO GET APPROVAL	SUBMITS ORDER LIST TO MANAGEMENT	3	1	2	1	1	2	1	2
TO OBTAIN REACTION/APPROVAL	GIVES GUIDELINES TO ADVISORY PANEL	4	1	3	1	1	4	1	3
TO GET APPROVAL	SUBMITS CHOSEN FLOOR PLAN	4	1	4	1	1	4	1	3
TO HAVE BUDGET EVALUATED	SENDS BUDGET TO CTY. SUPT.	4	1	3	1	1	4	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE BUDGET EVALUATED	DISCUSSES BUDGET WITH CTY. SUPT.	5	4	4	4	1	5	1	4

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
TO OBTAIN REVIEW OF EVAL PLANS	SPEAKS TO CONTENT/TECHNICAL EXPERTS	5	4	4	4	1	5	1	5
1.20 APPROVING/EVALUATING OF WORK/PRODUCTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO APPROVE FOR PAYMENT	READS BILL FROM PRODUCER	3	1	4	1	1	4	1	4
TO APPROVE FOR SUBMISSION	SUBMITS PROPOSAL TO ADMINISTRATION	4	1	3	1	1	4	1	4
TO APPROVE FOR PURCHASE	REVIEWS PURCHASE ORDERS	4	1	4	1	1	4	1	3
TO CERTIFY FOR PAYMENT	REVIEWS BILLS	4	1	4	1	1	4	1	3
TO APPROVE VENDOR SELECTIONS	READS NOTIFICATION FROM BD	4	1	3	1	1	4	1	4
TO EVALUATE PROJECT PROGRESS	READS PROGRESS REPORTS	5	1	4	1	1	5	1	5
TO EVALUATE PROJECT PERFORMANCE	COMPARES PROD/ACTS W GOALS	5	1	4	1	1	5	1	4
TO ASSURE QUALITY OF WORK	COMPARES PROD/ACT W GOALS	5	1	4	1	1	5	1	4
TO SUGGEST IMPROVEMENTS	COMPARES PROD/ACT W GOALS	5	1	4	1	1	5	1	4
TO APPROVE/DISAPPROVE BUDGET	COMPARES PAST & PRES. BUDGETS	5	1	4	1	1	4	1	4
TO APPROVE/DISAPPROVE BUDGET	COMPARES BUDGET & PAST PERF.	5	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENSURE WORK IS COMPLETED	SUPERVISES STAFF	4	4	5	5	1	4	1	4
TO EVALUATE PROGS/PROJECTS PAPER	TALKS WITH STAFF	5	4	4	4	1	5	1	4
TO EVAL. PROGRAM IMPROVEMENTS	DISCUSSES WITH ADVISORY COMM	5	4	4	4	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO EVALUATE REPAIR SERVICE	READS COMPLETED CHECKLIST	4	1	4	1	1	4	1	4
1.21 DETERMINING NEED FOR EQUIPMENT/FACILITIES/PERSONNEL/PROCEDURES									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO ASCERTAIN FACILITIES NEEDS	COUNTS NUMBER OF STAFF MEMBERS								
TO DETERMINE EQUIP NEEDS	ANALYZES PRODUCTION PLAN	4	1	4	1	1	4	3	4
TO SELECT SUITABLE LOCATION	SEARCHES IN FILE	4	1	4	1	1	4	1	4
TO ASCERTAIN FACILITIES NEEDS	ANALYZES NO. AND TYPE ACTIVITIES	4	1	4	1	1	4	1	4
TO EXAMINE CURRENT FACILITIES	READS FLOORPLAN	4	1	4	1	1	4	1	4
TO IDENTIFY EQUIPMENT ON HAND	READS CURRENT EQUIPMENT INVENTORY	4	1	4	1	1	5	1	4
TO DETERMINE TALENT/CREW NEEDS	ANALYZES PRODUCTION PLAN	4	1	4	1	1	4	3	4
TO LIST STAFF, EQUIP & MATERIALS	ANALYZES CENTER INVENTORIES	5	1	4	1	1	4	3	4
TO DEFINE DUTIES OF PERSONNEL	ANALYZES RELATIONS AND FUNCTIONS	5	1	4	1	1	5	1	4
TO IDENTIFY HOW FACILITIES CAN HELP	EXAMINES WORK OF ORGANIZATION	5	1	4	1	1	5	1	5
TO IDENTIFY HOW FACILITIES CAN HELP	EXAMINE STAFF COMMUNIC/INTERACTION	5	1	4	1	1	5	1	5
TO ASCERTAIN EQUIPMENT NEEDS	ANALYZES ORGANIZATION ACTIVITIES	5	1	4	1	1	5	1	4
TO DETERMINE LIMITS OF PROJECT	ASSESSES COST RESTRAINTS	5	1	5	1	1	5	2	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ASCERTAIN FACILITIES NEEDS	LISTEN TO STAFF DESIRES	5	4	4	1	1	5	1	4

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO ASCERTAIN EQUIPMENT NEEDS	LISTENS TO STAFF	5	4	4	1	1	5	1	4
TO ASCERTAIN JOBS TO BE DONE	SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4
TO ASCERTAIN WORKERS NEEDED	SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO DISCUSS FACILITIES IN DEPT	SELECTS THREE ARCHITECTS	5	1	4	1	1	5	1	4

1.22 MAKING AVAILABLE EQUIPMENT/FACILITIES/PERSONNEL

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DETERMINE WHICH CAT. TO SEARCH	ANALYZES PURCHASE REQUESTS	4	1	4	1	1	4	1	3
TO DETERMINE SIZE/NO. SESSIONS	REVIEWS NEW EMPLOYEE PAPERS	4	1	4	1	1	4	1	4
TO TRANSPORT CREW/TALENT TO LOCATION	MAKES ARRANGEMENTS	4	1	4	1	1	4	1	4
TO FILL DESCRIBED JOBS	ESTIMATES STAFF NEEDS	5	1	4	1	1	4	1	4
TO ADVISE HIRING	WRITES MEMOS	5	1	5	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO SCHEDULE LOCATION	CALLS APPROPRIATE AGENCY	4	4	4	3	1	4	1	4
TO RENT WAREHOUSE FOR STORAGE	CALLS WAREHOUSE	4	1	3	1	1	4	1	4
TO INDICATE AVAILABILITY	SPEAKS TO STUDENTS	5	2	4	2	1	5	1	5
TO FILL KEY POSITIONS IN STRUCTURE	SELECTS PERSONNEL	5	1	5	1	1	5	1	4
TO SEEK ADDIT SPACE OFF CAMPUS	SPEAKS TO REALTORS	5	4	4	2	1	4	1	4

1.23 CHECKING FOR ACCURACY

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO CHECK THAT ORDER COMPLETE	COMPARES NEW MATERIALS W INVOICE								
TO ENSURE BOTH ARE CORRECT	CHECKS INVOICE WITH PURCHASE ORDER								
TO ENSURE CORRECT	CHECKS TYPED BUDGET	4	1	4	1	1	4	3	4

1.24 DETERMINING AND ENFORCING TIME CONSTRAINTS/DEADLINES

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO ASSIGN COMPLETION DATES	WRITES TIME SCHEDULE	3	1	4	1	1	4	3	2
TO ASSIGN COMPLETION DATES	DEFINES PERT CHART	4	1	5	1	1	5	3	3
TO DETERMINE TIME CONSTRAINTS	ANALYZES TIME LIMITS	4	1	4	1	1	4	1	4
TO DETERMINE TIME FOR EA ACTIV	ANALYZES ACTIVITIES	5	1	5	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENSURE PRODUCT ON TIME	CALLS CONTRACTOR PERIODICALLY	4	4	3	2	1	4	1	4
TO ASCERTAIN AMT TIME NEEDED	SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO COMPUTE TIME SAVED	MEASURES TIME TAKEN	4	1	3	1	1	3	2	3

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DETERMINE DATES FOR EVAL REPORTS	READS PROPOSAL	5	1	4	1	1	5	1	6

1.25 WRITING TIME/PERT CHARTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DEVELOP PROJECT TIMELINE	COMBINES TIMES	4	1	3	1	1	4	1	4
TO IDENTIFY MAJOR STEPS	ANALYZES FLOW	4	1	4	1	1	4	1	3
TO FORMALIZE PERT SCHEDULE	WRITES CHART	4	1	4	1	1	4	2	4
TO ORGANIZE COURSE DEVELOPMENT	WRITES OPERATIONS PLAN	5	1	5	1	1	5	1	4
TO ORGANIZE COURSE DEVELOPMENT	ESTIMATES TIME FACTORS	5	1	5	1	1	5	1	4
TO DEVELOP PERT SCHEDULE	ANALYZES RELATIONS OF ACTIVITIES	5	1	5	1	1	5	2	5
TO DEVELOP PERT SCHEDULE	ANALYZES TIME FOR EACH ACTIVITY	5	1	5	1	1	5	2	5
TO DEVELOP PERT SCHEDULE	ANALYZES PROJECT LIMITS	5	1	5	1	1	5	2	5
TO DESIGN PROJECT DEADLINES	ASSIGNS COMPLETION DATES	5	1	5	1	1	5	2	5

1.26 SELECTION OF PERSONNEL/MATERIALS/EQUIPMENT AND PROCEDURES FOR MANAGEMENT

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM APPLICANTS OF REJECTION	WRITES FORM LETTER	4	1	3	1	1	4	1	4
TO SELECT MOST APPROPRIATE	EVALUATES LIST OF CONTRACTORS	4	1	4	1	1	4	1	4
TO SELECT EQUIP/MATS VENDORS	LAYS OUT SAMPLES	4	1	3	1	1	4	1	4
TO SELECT COMMITTEE MEMBERS	TRANSLATES GUIDELINES	5	1	4	1	1	5	1	4
TO DETERMINE ADDITIONS NEEDED	ANALYZES PROGRAM PROJECTIONS	5	1	4	1	1	4	3	4
TO IDENTIFY EQUIP TO BE BOUGHT	COMPARES EQUIP ON HAND AND NEEDS	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO NOTIFY OF SELECTION	CALLS SELECTED APPLICANT	4	2	3	2	1	4	1	4
TO SELECT MOST APPROPRIATE	DISCUSSES W. CONTRACTOR	4	4	4	2	1	4	1	4
TO SET UP REVIEW PANEL	SPEAKS TO CLIENT	4	2	3	2	1	4	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INDICATE VENDOR SELECTIONS	WRITES REPORT TO BD OF EDUCATION	5	1	4	1	1	5	1	5

1.27 ADMINISTRATION/COORDINATION OF PROJECTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DISTRIBUTE TO NEW EMPL	GATHERS EMPLOYEE INFO	4	1	3	1	1	4	1	4
TO MEET GOALS OF UNIT	ASSIGNS WORK TO STAFF	4	4	5	5	1	4	1	4
TO DECIDE ON NUMBER OF COPIES	SURVEYS MARKET POTENTIAL	5	1	5	1	1	5	1	5
TO DEFINE DESIRED OUTCOMES	RE-READS CONTRACT	5	1	4	1	1	5	1	5
TO DEFINE NEEDED ACTIVITIES/PRODS	ANALYZES GOALS OF PROJECT	5	1	5	1	1	5	1	5
TO DEVELOP JOB DESCRIPTIONS	TRANSLATES PROJECT ACTIVITIES	5	1	4	1	1	5	1	5

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO DETERMINE NEED FOR TRAINING	ANALYZES UNIT REQUEST	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO OBTAIN SIZE & TYPE OF PROGRAM	REQUESTS COURSE DEVELOPERS	4	2	4	2	1	4	1	4
TO INITIATE PROJECT DEVELOPMENT	NEGOTIATES CONTRACT WITH CUSTOMER	4	4	4	3	1	4	1	4
TO IDENTIFY PROJECT INTERESTS	SPEAKS TO STAFF	5	4	4	2	1	5	1	4
TO IMPROVE PRODUCT	LISTENS TO OUTSIDE INPUT	5	4	4	2	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DETERMINE AUDIENCE FOR REPORTS	READS PROPOSAL	5	1	4	1	1	5	1	6
1.28 MONITORING/CHANGING OF ORGANIZATION STRUCTURE AND GOALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PROPOSE NEW SERVICE OPERATION	ANALYZES SERVICE NEEDS	4	1	4	1	1	4	1	4
TO IMPROVE RESEARCH LIBRARY	PROPOSES NEW DOCUMENTATION	5	1	5	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO PROPOSE NEW SERVICE OPERATION	DISCUSSES WITH DEPARTMENTS	4	2	4	2	1	4	1	4
TO REVISE STRUCTURE	LISTENS TO FEEDBACK	5	4	4	2	1	5	1	4
TO IDENTIFY FEASIBLE STRUCTS.	DISCUSSES WITH AUDITOR	5	4	4	4	1	5	1	4
TO IDENTIFY ACCEPTABLE STRUCTS.	DISCUSSES WITH AUDITOR	5	4	4	4	1	5	1	4
TO EVALUATE STRUCTURE MATRIX	CONFERS WITH COLLEAGUES	5	4	4	4	1	4	1	4
TO EVALUATE NEW STRUCTURE	CONFERS WITH COLLEAGUES	5	4	4	4	1	5	1	4
TO BECOME INVOLVED IN NEW VENTURES	SPEAKS TO COLLEAGUES	5	4	4	2	1	5	1	4
TO IDENTIFY FUTURE PRIORITIES	DISCUSSES PROJECTS/$ WITH STAFF	5	4	4	4	1	5	1	4
TO DESIGN NEW ORGANIZATIONAL MODEL	DISCUSSES WITH TECHNICAL EXPERTS	5	4	4	4	1	5	1	4
1.29 WRITING OF WORK PLANS/MANAGEMENT REPORTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO WRITE PRODUCTION PLAN	ANALYZES PRODUCTION DETAILS	5	1	5	1	1	5	1	5
TO PREPARE WORK PLANS	ANALYZES WORK PERFORMED IN UNIT	5	1	4	1	1	5	1	4
TO PREPARE WORK PLANS	ASSIGNS WORK WEEKS TO FUNCTIONS	5	1	4	1	1	5	1	4
TO PREPARE WORK PLANS	ESTIMATES WORK TO BE PERFORMED	5	1	4	1	1	5	1	4
TO SUPPORT WORK PLANS	DEVELOPS STAFF TIME/OUTPUT BUDGET	5	1	4	1	1	5	3	4
TO DESCRIBE WORK PERFORMED	WRITES PROGRESS REPORTS	5	1	5	1	1	5	1	5
TO PRESENT REPT TO MGMT/CUSTOMER	REVIEWS PROJECT PROGRESS	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO REVISE WORK PLANS	DISCUSSES WITH STAFF	5	4	4	5	1	5	1	4
TO ASSIGN WORK AREAS	CONVERSES W STUDENTS	5	4	5	5	1	5	1	4
TO WRITE EVALUATION REPORT	EVALUATES STUDENT PERFORMANCE	5	4	4	5	1	5	1	5

1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
1.30 CLARIFICATION OF MANAGEMENT GOALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO CLARIFY GENERAL IDEA OF PROJECT	READS ASSIGNED OUTLINE	5	1	4	1	1	4	1	4
TO OBTAIN BACKGROUND INFORMATION	READS PREVIOUS PROPOSALS	5	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY ASSIGNMENT	DISCUSSES WITH CLIENT	4	4	4	2	1	4	1	3
TO CLARIFY TEACHING ASSIGNMENTS	DISCUSSES W. TEACHINGPERSONNEL	4	4	4	4	1	4	1	4
TO DETERMINE CLIENT ROLES	CONSULTS WITH CLIENT	5	4	4	4	1	5	1	4
TO DETERMINE COMPANY ROLES	CONSULTS WITH CLIENT	5	4	4	4	1	5	1	4
TO CLARIFY DETAILS OF PROPOSAL	NEGOTIATES WITH FUNDING SOURCE	5	4	4	6	1	5	1	5
TO CLARIFY GENERAL IDEA OF PROJECT	ASKS QUESTIONS	5	2	4	2	1	4	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DEFINE WORK/MONEY/TIME RELATS	INSTRUCTS CUSTOMER IN LOGISTICS	5	4	4	4	1	5	2	4
1.31 ASSESSMENT OF BIDS/PROPOSALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO OBTAIN BIDS ON EQUIPMENT	COMPILES BIDS FROM CONTRACTORS	4	1	3	1	1	4	1	4
TO OBTAIN BIDS ON EQUIPMENT	OPENS BIDS IN PUBLIC	4	1	3	1	1	4	1	4
TO EVALUATE PROPOSED FACIL DESIGN	READS ARCHITECTS PLANS	5	1	4	1	1	5	2	4
TO EVALUATE PROPOSED FACIL DESIGN	COMPARES PLANS AND NEEDS	5	1	4	1	1	5	1	4
TO RE-EVALUATE PROPOSED DESIGN	READS REVISED PLANS	5	1	4	1	1	5	2	4
TO RE-EVALUATE PROPOSED DESIGN	COMPARES REVISED PLANS AND NEEDS	5	1	4	1	1	5	1	4
TO OBTAIN BIDS ON EQUIPMENT	WRITES BID FORMS FOR CONTRACTORS	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO EVALUATE ARCHITECTS IDEAS	LISTENS TO ARCHITECTS WHO CALL	5	4	4	4	1	5	1	4
TO EVALUATE PROPOSED DESIGNS	LISTENS TO ARCHITECTS	5	4	4	4	1	5	1	4
TO SUGGEST REVISIONS IN PLANS	DISCUSSES PLANS WITH ARCHITECT	5	4	4	4	1	5	1	4
TO OBTAIN BIDS ON EQUIPMENT	SUPERVISES SENDING OF BID FORMS	5	4	5	5	1	5	1	4
	PRODUCTION ACTIVITIES								
TO EVALUATE PROPOSALS OF CONTRACTOR	WRITES TECH SPECS FOR EQUIP	5	1	5	1	1	5	1	4
1.32 MEDIATION/RESOLUTION OF ORGANIZATIONAL PROBLEMS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO RESOLVE ORGANIZATIONAL PROBLEMS	MAKES DECISION ON ACTION	5	1	5	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO SOLVE PROJECT PROBLEMS	LISTENS TO STAFF	5	4	4	2	1	5	1	4

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1. ORGANIZATION MANAGEMENT OUTCOMES (CONTD)                                                      WI  S  D P T  R M L

          TO RESOLVE ORGANIZATIONAL PROBLEMS   LISTENS TO STAFF DISCUSS PROBLEMS                  5  4  4 4 1  5 1 4
          TO RESOLVE ORGANIZATIONAL PROBLEMS   ASKS QUESTIONS OF STAFF                            5  4  4 4 1  5 1 4
          TO SOLVE PROBLEMS RE PRODUCT         DISCUSSES W STAFF                                  5  4  4 5 1  5 1 5

    1.33  IDENTIFICATION/UTILIZATION OF ADMINISTRATIVE GUIDELINES

                                              ORGANIZATION MANAGEMENT ACTIVITIES
          TO ACQUIRE APPROP SIGNATURES         CIRCULATES PROPOSAL                                4  1  3 1 1  4 1 3
          TO IDENTIFY BUDGETING CALENDAR       READS STATE LEGAL REQUIREMENTS                     5  1  5 1 1  5 1 5
          TO IDENTIFY OPERATIONAL REQUIRES.    ANALYZES BUDGET SUBMISSIONS                        5  1  4 1 1  4 1 4
          TO GET JOB CLASSIFICATION            WRITES POSITION DESCRIPTION                        5  1  4 1 1  5 1 5

                                              PERSONNEL MANAGEMENT ACTIVITIES
          TO IDENTIFY STATE REGULATIONS        DISCUSSES WITH AUDITOR                             5  4  4 4 1  5 1 4
          TO SPEED APPLICATION PROCESSING      CALLS PERSONNEL DEPARTMENT                         5  4  4 4 1  5 1 4
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2. PERSONNEL MANAGEMENT OUTCOMES

2.01 HIRING OF STAFF

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO ASSIST IN HIRING	MAKES RECOMMENDATIONS TO DIRECTOR	4	4	4	2	1	4	1	2
TO ATTEMPT TO FILL STAFF GAPS	READS FILE OF PROSPECTIVE STAFF	5	1	4	1	1	5	1	4
TO SELECT APPLICANTS FOR INTERVIEW	REVIEWS APPLICATION FORMS	5	1	4	1	1	5	1	4
TO IDENTIFY POSSIBLE PROJECT STAFF	READS RESUMES OF CURRENT STAFF	5	1	4	1	1	5	1	4
TO SELECT APPLICANTS FOR INTERVIEW	READS RESUMES	5	1	4	1	1	4	1	4
TO DO INITIAL INTERVIEWING	SELECTS SHORT LIST OF APPLICANTS	5	1	4	1	1	4	1	4
TO DETERMINE TRAINEES	EVALUATES APPLICATIONS	5	1	4	1	1	5	1	4
TO MAKE RECOMMENDATIONS	REVIEWS JOB APPLICATIONS	5	1	4	1	1	5	1	4

	PERSONNEL MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO HIRE SHIPPING PERSONNEL	CALLS PERSONNEL OFFICE	4	1	3	1	1	4	1	4
TO ASK RECOMMENDATIONS ON TRAINER	CALLS UNIT HEAD	4	2	3	2	1	5	1	4
TO NOTIFY OF SELECTION	CALLS TRAINER CHOSEN	4	2	3	2	1	5	1	4
TO SELECT PROGRAM DEVELOPERS	IDENTIFIES FIELD PERSONNEL	5	1	3	1	1	4	1	4
TO STAFF RESEARCH PROJECT	HIRES PERSONNEL	5	4	4	5	1	5	1	4
TO EVALUATE QUALIFICATIONS	SPEAKS WITH PROSPECTIVE STAFF	5	4	4	5	1	5	1	4
TO INITIATE JOB INTERVIEW	DESCRIBES PROJECT & COMPANY	5	2	3	4	1	4	1	4
TO SELECT MUST SUITABLE	INTERVIEWS JOB APPLICANTS	5	4	4	4	1	5	1	4
TO DETERMINE BEST TRAINER	EVALUATES RECOMMENDATIONS	5	1	4	1	1	5	1	4
TO IDENTIFY POSSIBLE PROJECT STAFF	SPEAKS TO CURRENT STAFF	5	4	4	2	1	5	1	4
TO ASCERTAIN QUALIFICATIONS	QUESTIONS APPLICANT	5	2	4	4	1	4	1	4
TO STAFF PROPOSED PROGRAM	IDENTIFIES APPROP STAFF	5	1	4	1	1	4	1	3

2.02 EVALUATION/ASSESSMENT OF PERSONNEL OUTPUT

	PERSONNEL MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO ENSURE CORRECT PERFORMANCE	SUPERVISES STUDENT AIDE	4	2	3	5	2	4	1	4
TO WRITE PERFORMANCE REPTS	ASSESSES STAFF WORK	5	4	4	5	1	5	1	5
TO DETERMINE ACCEPT OF WORK	REVIEWS WORKER EVAL REPTS	5	1	4	1	1	5	1	4
TO PRAISE IMPROVED PERFORMANCE	DISCUSSES WITH TEACHER	5	2	4	4	1	5	1	5
TO REVIEW PROGRESS PERIODICALLY	SPEAKS TO TECHNICAL WORKERS	5	4	4	5	1	5	1	4
TO ASSESS EMPLOYEE PROGRESS	EVALUATES EMPLOYEE PERFORMANCE	5	4	4	5	1	5	1	4
TO EVALUATE WORK PERFORMED	DISCUSSES WITH STAFF	5	4	4	4	1	5	1	4
TO EVALUATE WORK PERFORMED	OBSERVES STAFF WORK/PRODS	5	4	4	5	1	5	1	4
TO WRITE EVALUATION REPORT	EVALUATES EMPLOYEE PERFORMANCE	5	4	4	5	1	5	1	5
TO DETERMINE VALIDITY OF REPTS	DISCUSSES W PEERS	5	4	4	2	1	5	1	4
TO DETERMINE VALIDITY OF REPTS	DISCUSSES W WORKER	5	4	4	2	1	5	1	4
TO DETERMINE VALIDITY OF REPTS	DISCUSSES W SUPERVISOR	5	4	4	2	1	5	1	4

	EVALUATION - SELECTION ACTIVITIES	WI	S	D	P	T	R	M	L
TO ASSESS WORK OF TEACHING PERS	EVALUATES TEACHING	5	1	4	1	1	5	1	4

2. PERSONNEL MANAGEMENT OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
	UTILIZATION DISSEMINATION ACTIVITIES								
TO SUPERVISE ASSISTANTS	GIVES INSTRUCTIONS ON OPERATION	4	2	4	5	1	4	1	4
2.03 ASSIGNMENT OF WORK TO PERSONNEL/OUTSIDE CONSULTANTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO SCHEDULE WORK LOADS	ASSIGNS WORK ON DAILY BASIS	4	2	4	5	1	4	1	4
TO APPROVE REQUESTS FOR LEAVE	ASSESSES WORK TO BE PERFORMED	5	4	4	5	1	5	1	4
TO CALL REPAIRMAN	USES TELEPHONE	3	2	3	2	1	2	1	2
	PERSONNEL MANAGEMENT ACTIVITIES								
TO REQUEST THEM TO AUDITION	CALLS TALENT	3	2	2	2	1	3	1	4
TO REQUEST ASSISTANCE IN PRESENT	CALLS ASSOCIATE	5	4	4	4	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO ASK THEM TO PREVIEW FILMS	IDENTIFIES APPROP PERSONS	3	1	4	2	1	3	1	3
TO OBTAIN SCRIPT NARRATOR	CHOOSES APPROPRIATE NARRATOR	3	1	3	1	1	4	1	4
2.04 ASSISTANCE IN COMMUNICATIONS BETWEEN MANAGEMENT AND STAFF									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO COMMUNICATE WITH NETWORK	OPERATES TELEX MACHINE	3	3	3	2	2	4	1	4
TO INFORM NEW EMPLOYEES	WRITES PROCEDURAL MANUAL	5	1	4	1	1	5	1	5
TO SUGGEST PROMOTIONS & AWARDS	WRITES RECOMMENDATIONS	5	1	4	1	1	5	1	5
TO RELAY ADMIN DIRECTIVES	CONDUCTS STAFF MTGS	5	4	4	5	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO INFORM OF PROCEDURES	TALKS W NEW EMPLOYEES	3	2	2	4	1	4	1	4
TO INFORM SUPERVISOR	WRITES PERFORMANCE REPORTS	3	1	4	1	1	4	1	4
TO SUGGEST PROMOTIONS & AWARDS	NEGOTIATES WITH PERSONNEL DEPT	5	4	4	4	1	5	1	5
TO RELAY/INTERPRET ADMIN REGS	DISCUSSES W STAFF	5	4	4	5	1	5	1	5
TO ENSURE STAFF INPUT	PERSUADES ARCHITECT TO MEET STAFF	5	4	4	3	1	5	1	5
2.05 INTERACTION WITH INDIVIDUALS AND GROUPS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DISCUSS PROPOSAL	SCHEDULES MEETING WITH DIRECTORS	3	1	2	2	1	3	1	3
TO LEAD DISCUSSION	ATTENDS STAFF EVALUATION SESSION	4	4	4	4	1	4	1	4
TO LEAD DISCUSSION	ATTENDS EVALUATION COMMITTEE MEET	4	4	4	4	1	4	1	4
TO KEEP VISITOR OUT OF TCHR WAY	GUIDES VISITOR TOUR	4	4	4	4	1	4	1	4
TO LEAD EVAL SESSION	SUMMARIZES POINTS MADE	5	4	4	4	1	5	1	5
TO LEAD EVAL SESSION	WRITES SUGGESTIONS	5	1	4	1	1	5	1	5
TO ENCOURAGE SEMINAR DISCUSSION	CHOOSES SUBJECT MATTER	5	1	5	1	1	5	1	4

2. PERSONNEL MANAGEMENT OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DEVELOP RAPPORT WITH GROUP	SPEAKS WITH CLIENT GROUP	5	4	4	3	1	5	1	5
TO REDUCE SPECIFIC INHIBITIONS	SPEAKS WITH INDIVIDUAL MEMBERS	5	4	4	4	1	5	1	5
TO PERSUADE TO PRODUCE PRESENTATION	SPEAKS TO PROJECT DIRECTORS	5	2	4	3	1	5	1	5
TO INITIATE CONVERSATION	LISTENS TO STUDENT	5	2	4	3	1	5	1	4
	PRODUCTION ACTIVITIES								
TO INTERVIEW PEOPLE IN STREET	OPERATES TAPE RECORDER AND MIKE	5	5	4	2	2	3	1	2
	SUPPORT - SUPPLY ACTIVITIES								
TO CONSULT WITH TEACHERS	DRIVES TO SCHOOLS	3	3	1	1	2	3	1	1
	UTILIZATION ACTIVITIES								
TO BETTER MASTER TEACHER RELATIONS	ADVISES STUDENTS	5	4	4	4	1	4	1	4
TO LEAD EVAL SESSION	EXPLAINS MATERIAL TO EVALUATORS	5	4	4	4	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO LEAD EVAL SESSION	SHOWS MATERIALS TO TEACHERS	5	4	4	4	1	5	1	4

3. RESEARCH—THEORY OUTCOMES

3.01 REVIEW OF LITERATURE/MATERIALS

		WI	S	D	P	T	R	M	L
	RESEARCH - THEORY ACTIVITIES								
TO GET IDEAS FOR DESIGN	VISITS OTHER FACILITIES	4	1	4	1	1	4	1	4
TO IDENTIFY BEST DESIGNS	READS BROCHURES	4	1	4	1	1	4	1	4
TO LOCATE EXAMPLES OF SIMULATION	RESEARCHES IN LITERATURE	4	1	4	1	1	5	1	5
TO RESEARCH PROBLEM AREA	READS CLIENT'S CURRENT MATERIALS	5	1	4	1	1	5	1	5
TO UNDERSTAND STUDY OBJECTIVES	READS RESEARCH PROPOSAL	5	1	4	1	1	5	1	5
TO UNDERSTAND TYPE OF DATA COLLECTED	READS RESEARCH PROPOSAL	5	1	4	1	1	5	1	5
TO IDENTIFY COMPUTER'S PART	READS CAI MATERIALS	5	1	4	1	1	5	1	5

3.02 FORMULATION OF RESEARCH OBJECTIVES

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO LEARN PROJECT PROCEDURES	SPEAKS WITH PROJECT STAFF	5	4	4	2	1	5	1	5
	RESEARCH - THEORY ACTIVITIES								
TO MAKE CONCISE PROBLEM DEFINITION	COMBINES SPECIFIC PROBLEM FACTORS	5	1	4	1	1	5	1	5
TO IDENTIFY PROJECT OBJECTIVES	READS PROPOSAL	5	1	4	1	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO LEARN PROJECT PROCEDURES	OBSERVES PROJECT IN OPERATION	5	1	4	1	1	5	1	5

3.03 DESIGN OF EXPERIMENTAL PROCEDURES/MODELS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO NOTE LEARNING ACTIVITY USED	WRITES ON STUDENT RECORD	4	1	4	1	1	4	1	4
	RESEARCH - THEORY ACTIVITIES								
TO WRITE COMPUTER PROGRAM	TRANSLATES PROGRAMMING FLOWCHART	4	1	4	1	1	4	1	4
TO IDENTIFY PARAMETERS	LISTS CHARACTERISTICS OF ITV	5	1	4	1	1	5	1	4
TO PUT IN MATHEMATICAL FORMAT	TRANSLATES MODEL DECISIONS	5	1	5	1	1	5	4	4
TO PUT IN GRAPHICAL FORM	TRANSLATES MODEL DECISIONS	5	1	5	1	1	5	1	4
TO DEFINE PROJECT ACTIVITIES	ANALYZES OBJECTIVES	5	1	4	1	1	5	1	5
TO DEFINE COMPUTATION SEQUENCE	READS FORMULA	5	1	4	1	1	5	1	5
TO DESIGN GUIDELINES FOR RESEARCH	DEFINES BASIC/APPLIED RESEARCH	5	1	5	1	1	5	1	5
TO DESIGN GUIDELINES FOR RESEARCH	DESIGNS STANDARD TEST FORMATS	5	1	5	1	1	5	1	5
TO DESIGN GUIDELINES FOR RESEARCH	SPECIFIES RESOURCES AVAILABLE	5	1	5	1	1	5	1	5
TO DEVELOP DECISION MODEL	TRANSLATES TUTOR SYSTEM SPECS	5	1	4	1	1	5	1	4
TO DEVELOP PROGRAMMING FLOWCHART	TRANSLATES DECISION MODEL	5	1	4	1	1	5	1	4
TO DESIGN POST TEST	ANALYZES EXISTING TEST	5	1	4	1	1	5	1	4
TO TEST EFFECTIVENESS OF ITV	WRITES RESEARCH PLAN	5	1	4	1	1	5	1	5
TO COMPILE USAGE QUESTIONS	ANALYZES SURVEY OBJECTIVES	5	1	4	1	1	4	1	3

3. RESEARCH-THEORY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO COMPILE RESPONSE CATEGORIES	ANALYZES SURVEY OBJECTIVES	5	1	4	1	1	4	1	3
3.04 COLLECTION OF DATA									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO GATHER DATA ON ATTITUDE	ASKS TEACHERS TO FILL OUT SCALE	4	2	3	2	1	3	1	4
TO RUN REALITY TEST OF MODEL	DISCUSSES MODEL WITH COLLEAGUES	5	4	4	4	1	5	1	5
TO ENSURE CORRECT DATA COLLECTION	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4
TO TRY OUT LESSON	ASKS QUESTIONS FROM CAI LESSON	5	4	4	4	1	5	1	5
	RESEARCH - THEORY ACTIVITIES								
TO MEASURE EFFECTS OF TREATMENT	SELECTS EXPERIMENTAL GROUP	4	1	3	1	1	3	1	3
TO MEASURE EFFECTS OF TREATMENT	SELECTS CONTROL GROUP	4	1	3	1	1	3	1	3
TO RUN REALITY TEST OF MODEL	COMPARES MODEL WITH KNOWN DATA	5	1	4	1	1	5	1	5
TO COLLECT DATA	ADMINISTERS TREATMENT/INSTRUMENT	5	4	4	2	1	4	1	4
TO TRY OUT LESSON	OBSERVES STUDENTS INTERACT W LESSON	5	4	4	2	1	5	1	4
TO TRY OUT LESSON	OBSERVES EFFECT OF TUTORIAL STRATS	5	4	4	2	1	5	1	4
TO CODE ACCORDING TO SCALE	OBSERVES TEACHER BEHAVIOR	5	1	4	1	1	4	1	4
TO CODE ACCORDING TO SCALE	OBSERVES STUDENT BEHAVIOR	5	1	4	1	1	4	1	4
TO DEVELOP PRODUCT COST DATA	ASSESSES POTENTIAL MARKET	5	1	4	1	1	5	3	4
TO DEVELOP PRODUCT COST DATA	CALCULATES MATERIALS/LABOR COSTS	5	1	4	1	1	4	4	4
	UTILIZATION ACTIVITIES								
TO TRY OUT LESSON	WRITES STUDENT RESPONSES								
TO MEASURE EFFECTS OF TREATMENT	TEACHES CONVENTIONAL LESSON	4	4	4	4	1	4	1	4
3.05 COLLATION/SUMMARIZING OF DATA IN PREPARATION FOR ANALYSIS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENSURE CORRECT DATA COLLATION	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO SUMMARIZE DATA	COUNTS RESPONSES IN EA CATEGORY								
TO SUMMARIZE DATA	TALLIES RESPONSES								
TO MEASURE EFFECTS OF TREATMENTS	COLLATES DATA	4	1	3	1	1	4	3	4
TO SUMMARIZE DATA	PREPARES TALLY SHEET	4	1	3	1	1	3	1	2
TO CATEGORIZE ACCORDING TO SCALE	CODES TEACHER BEHAVIOR	5	1	4	1	1	4	1	4
TO OBTAIN ANSWERS FROM DATA	SETS UP DATA TRANSLATION PROCEDURE	5	1	4	1	1	5	1	4
TO DEFINE CATEGORIES OF RESPONSES	TRANSLATES OBJECTIVES	5	1	4	1	1	5	1	5
TO DETERMINE IF CATEGORIES FIT	READS DATA	5	1	4	1	1	5	1	5
TO PUT RESPONSES INTO CATEGORIES	CLASSIFIES EACH RESPONSE	5	1	4	1	1	5	1	5
TO SUMMARIZE TUTORIAL STRATEGIES	LISTENS TO TAPES OF STUDENT SESSIONS	5	1	4	1	1	5	1	5

3. RESEARCH-THEORY OUTCOMES (CONTD)

3.06 ANALYSIS OF DATA

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO UNDERSTAND DATA TO BE ANALYZED	SPEAKS WITH RESEARCHER	4	4	4	2	1	4	1	4
TO ENSURE CORRECT DATA ANALYSIS	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO ANALYZE EFFECTS OF TREATMENT	COMPARES TEST GROUP WITH CONTROL	4	1	4	1	1	4	1	4
TO PERFORM STATISTICAL ANALYSIS	OPERATES CALCULATOR	4	6	3	1	2	4	2	4
TO PERFORM STATISTICAL ANALYSIS	READS STATISTICAL TABLES	4	1	4	1	1	5	2	4
TO DETERMINE COST EFFECTIVENESS	COMPUTES MONEY/TIME SAVED	4	1	3	1	1	3	3	3
TO DETERMINE UNIT PRODUCT COST	DIVIDES COST BY MARKET	4	1	3	1	1	4	4	4
TO ANALYZE DATA	SETS UP DATA PROCESSING PROCEDURE	5	1	4	1	1	5	1	4
TO MEASURE EFFECTS OF TREATMENTS	ANALYZES DATA	5	1	4	1	1	5	4	4
TO PERFORM STATISTICAL ANALYSIS	TRANSLATES DATA INTO FORMULA	5	1	4	1	1	5	1	5
TO EVAL LESSON/TUTOR STRATS	ANALYZES STUDENT ERRORS	5	1	4	1	1	5	1	5
TO COMPUTE EFFECTIVENESS OF TV	ANALYZES TEST RESULTS	5	1	4	1	1	5	1	4
TO QUANTIFY TEACHER BEHAVIOR	PERFORMS STAT ANALYSIS ON DATA	5	1	4	1	1	4	5	4
TO MEASURE TEACHER ATTITUDE	PERFORMS STATISTICAL ANALYSIS	5	1	4	1	1	4	5	4
TO ANALYZE DATA	PERFORMS STATISTICAL ANALYSIS	5	1	4	1	1	4	5	4

3.07 INTERPRETATION OF DATA

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO SUGGEST NEW PRODUCTS	COMPILES SUGGESTIONS OF EDUCATORS	5	1	4	2	1	5	4	5
	RESEARCH - THEORY ACTIVITIES								
TO DETERMINE SIGNIFICANCE OF DATA	COMPARES DATA ANAL W TABLES	4	1	4	1	1	5	2	4
TO EVALUATE PROPOSED SOLUTIONS	COMPARES SOLUTIONS/INFORMATION	5	1	4	1	1	5	1	5
TO REVISE MODEL	ANALYZES REALITY TEST RESULTS	5	1	4	1	1	5	1	5
TO INTERPRET MEANING OF DATA	EXAMINES OBJECTIVES/DATA ANALYSIS	5	1	4	1	1	5	1	5
TO IDENTIFY COMMON ELEMENTS	ANALYZES TUTORIAL STRATEGIES	5	1	4	1	1	5	1	5
TO IDENTIFY SUCCESSFUL ELEMENTS	ANALYZES TUTORIAL STRATEGIES	5	1	4	1	1	5	1	5
TO IDENTIFY TEACHER BEHAVIOR PROBS	COMPARES OBSERVED BEHAVIOR TO MODEL	5	1	4	1	1	5	1	4
TO IDENTIFY MOST EFFECT TECHNIQUE	INTERPRETS ANALYZED DATA	5	1	5	1	1	5	4	4
TO DETERMINE COMPETITION	IDENTIFIES SIMILAR PRODUCTS	5	1	4	1	1	5	2	4
	EVALUATION - SELECTION ACTIVITIES								
TO ALIGN W. EDUC. EXPECTATIONS	EVALUATES NEW PRODUCT SPECS	5	1	4	2	1	5	4	4
TO DETERMINE EFFECT ON ED. APPLIC.	EVALUATES CHANGES IN PRODUCTS	5	1	4	2	1	5	4	4

4. DESIGN OUTCOMES

4.01 ANALYSIS OF GOALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO SET GOALS OF TRAINING	WRITES POSITION PAPER	5	1	4	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY PRESENTATION DETAILS	INTERVIEWS CLIENT	4	2	4	4	1	5	1	4
TO DETERMINE NEEDS AND OBJECTIVES	DISCUSSES WITH TEACHER	4	4	4	4	1	4	1	3
TO UNDERSTAND CONCEPT	LISTENS TO TEACHER'S DESCRIPTION	5	4	4	2	1	5	1	4
TO CLARIFY DETAILS OF PRESENTATION	DISCUSSES WITH AUTHOR	5	4	4	4	1	5	1	4
TO DETERMINE CURRICULUM NEEDS	DISCUSSES WITH SUPERVISORS	5	4	4	2	1	5	1	4
TO DEFINE PROBLEM AREA	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4
TO DELIMIT PROBLEM AREA	QUESTIONS CLIENT	5	4	4	4	1	5	1	4
TO DEFINE WANTS/NEEDS & THEIR RELAT	QUESTIONS CLIENT	5	2	4	2	1	5	1	4
TO FEEDBACK GOALS FOR PROJECT	CONSULTS WITH CLIENT	5	2	4	4	1	5	1	4
TO ASCERTAIN HIS AUDIENCE/OBJECTIVE	DISCUSSES WITH PROJECT DIRECTOR	5	2	4	2	1	5	1	5
TO DEFINE TRAINING PROBLEM	DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	5
TO DETERMINE NEEDS	DISCUSSES WITH PRINCIPALS	5	1	4	4	1	4	1	3
	RESEARCH - THEORY ACTIVITIES								
TO DETERMINE GOALS OF TRAINING	GATHERS OFFICE PROC INFO	4	1	3	1	1	4	1	4
	DESIGN ACTIVITIES								
TO DEFINE CONCEPT FOR PROGRAM	SUGGESTS ALTERNATIVE APPROACHES	5	4	4	4	1	5	1	4
TO DEVELOP OVERALL VIEW	READS SCRIPT	5	1	4	1	1	5	1	4
TO DETERMINE COMMUNICATION NEEDS	ANALYZES GOALS OF ORGANIZATION	5	1	5	1	1	5	1	4
TO SPECIFY DESIGN NEEDS	ANALYZES WORK TO BE DONE	5	1	4	1	1	4	1	4
TO IMPROVE LEARNING PROCESS	SELECTS ITV	5	1	4	1	1	4	1	4
TO DEFINE TRAINING PROBLEM	POSES ALTERNATIVE RESPONSES	5	4	4	4	1	5	1	5

4.02 ANALYSIS AND DESCRIPTION OF LEARNERS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DEVELOP STUDENT PROFILE	WRITES LETTERS TO PAST STUDENTS	4	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DEFINE TARGET POPULATION	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4
TO DETERMINE GROUP SIZE & CHARACTER	DISCUSSES WITH PROMOTOR	5	4	4	4	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO DEVELOP STUDENT PROFILE	TABULATES RESPONSES FROM LETTERS								
TO DEVELOP INSTRUCTOR PROFILE	TABULATES INFORMATION								
	DESIGN ACTIVITIES								
TO STATE ASSUMPTIONS ABOUT LEARNERS	ANALYZES POTENTIAL AUDIENCE	5	1	4	1	1	4	1	4

4. DESIGN OUTCOMES (CONTD)

4.03 ANALYSIS AND DESCRIPTION OF CONTENT

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ASSIST IN TV PROGRAM DESIGN	DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	5
TO UNDERSTAND CONTENT	DISCUSSES WITH CONTENT EXPERTS	5	4	4	2	1	5	1	5
TO RECONCILE CONFLICTS IN DATA	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4
TO IDENTIFY APPROP PARTS OF COURSE	DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO OBTAIN BACKGROUND INFO	VISITS LOCALITY	3	1	3	2	1	4	1	4
TO IDENTIFY RELEVANT FACTORS	ANALYSES RESEARCH ON ITV	5	1	5	1	1	5	1	4
	DESIGN ACTIVITIES								
TO SEPARATE INTO MAJOR IDEAS	READS MATERIAL PROVIDED	4	1	4	1	1	4	1	4
TO ORGANIZE CONTENT	WRITES SUMMARY OF MAJOR IDEAS	4	1	4	1	1	4	1	4
TO DETERMINE CONTENT	DEFINES ENTRY BEHAVIOR OF STUDENTS	4	1	4	1	1	5	1	4
TO IDENTIFY MAJOR IDEAS	ANALYZES SCRIPT	5	1	4	1	1	5	1	4
TO DEVELOP COURSE CONTENT	WRITES ROUGH OUTLINE OF CONTENT	5	1	4	1	1	5	1	4
TO WRITE CONTENT OUTLINE	ANALYZES OBJECTIVES/FLOW CHART	5	1	5	1	1	5	1	5
TO DECIDE IF TEACHES TO OBJECTIVES	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4
TO DETERMINE PROCEDURES LRNR MUST DO	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4
TO IDENTIFY COHERENT SEGMENTS	EVALUATES COURSE OUTLINE	5	1	5	1	1	5	1	5
TO IDENTIFY CURRICULUM TOPICS	ANALYZES AREAS	5	1	4	1	1	5	1	4

4.04 DEFINITION OF TASK LIST

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DEVELOP TASK LIST	IDENTIFIES PLANNING TASK FORCE	4	1	4	1	1	4	1	4
TO DEVELOP TASK LIST	PLANS CONFERENCES	5	1	5	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DEVELOP ASSOCIATED TASK LIST	DISCUSSES WITH CONTENT SPECIALIST	5	2	4	4	1	5	1	4
	DESIGN ACTIVITIES								
TO GROUP IN LOGICAL CLUSTERS	ANALYZES TASK LIST	5	1	4	1	1	5	1	5

4.05 SPECIFICATION OF OBJECTIVES

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DEFINE OBJECTIVES OF FILM	DISCUSSES WITH PRODUCER	4	4	4	2	1	4	1	4
TO DEFINE GENERAL OBJECTIVES	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4
TO IDENTIFY ESSENTIAL OBJECTIVES	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4
TO REVISE BEHAVIORAL OBJECTIVES	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	5

4. DESIGN OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO REFINE BEHAVIORAL OBJECTIVES	DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	5
TO DEVELOP BEHAVIORAL OBJECTIVES	DISCUSSES WITH COURSE WRITERS	5	4	4	4	1	5	1	4
	DESIGN ACTIVITIES								
TO SPECIFY STUDENT BEHAVIORS	TRANSLATES OBJECTIVES	5	1	5	1	1	5	1	5
TO STATE BROAD OBJECTIVES	ANALYZES SUBJECT MATTER	5	1	5	1	1	5	1	5
TO WRITE BEHAVIORAL OBJECTIVES	ANALYZES FLOW CHART	5	1	5	1	1	5	1	5
TO EXPAND INTO OBJECTIVES	ANALYZES TASK GROUPS	5	1	4	1	1	5	1	5
TO RESTATE MORE FULLY	ANALYZES OBJECTIVES	5	1	4	1	1	5	1	5
TO DEFINE CRITERION PERFORMANCE	ANALYZES PROJECT GOALS	5	1	4	1	1	5	1	4
TO DEFINE LEARNING OBJECTIVES	TRANSLATES CRITERION PERFORMANCE	5	1	4	1	1	5	1	4
TO DEFINE BEHAVIORAL OBJECTIVES	BREAKS DOWN GENERAL OBJECTIVES	5	1	4	1	1	5	1	5
TO SET OBJECTIVES	ANALYZES EXISTING LESSON	5	1	4	1	1	5	1	4
TO IDENTIFY TERMINAL BEHAVIOR	SPECIFIES TASKS	5	1	4	1	1	5	1	5
TO IDENTIFY TERMINAL BEHAVIOR	DEFINES OBJECTIVES FOR COURSE	5	1	4	1	1	5	1	5

4.06 DESIGN OF PRE AND POST TESTS

		WI	S	D	P	T	R	M	L
	DESIGN ACTIVITIES								
TO WRITE PRE AND POST TESTS	ANALYZES OBJECTIVES	5	1	5	1	1	5	1	5
TO LIST CHARACTERISTICS	ANALYZES TEST CONSTRUCTION	5	1	4	1	1	4	1	4
TO PROVIDE MODELS FOR INSTRUCTION	DESIGNS SAMPLE TESTS	5	1	4	1	1	4	1	4
TO WRITE PRE-TEST	ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4

4.07 SEQUENCE OF LEARNING TASKS

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO OUTLINE COURSE DESIGN	DISCUSSES WITH DIRECTOR	5	4	5	4	1	5	1	4
TO DEVELOP SEQUENCE FOR PROGRAM	ASKS QUESTIONS	5	4	4	4	1	5	1	4
	DESIGN ACTIVITIES								
TO ORGANISE COURSE CONTENT	WRITES LESSON PLANS	4	1	4	1	1	4	2	4
TO DEVELOP SEQUENCE FOR PROGRAM	DESIGNS FLOW CHART	5	1	5	1	1	5	4	4
TO ORGANIZE CONTENT	PRESCRIBES CONTENT AREA OF COURSE	5	1	4	1	1	5	1	5
TO ORGANIZE CONTENT	WRITES BRIEF DRAFT OF PROGRAM	5	1	4	1	1	5	1	5
TO SEQUENCE PRESENTATION	REVIEWS CONTENT	5	1	5	1	1	5	1	5
TO ORGANIZE UNIT CONTENT	WRITES BEHAVIORAL OBJECTIVES	5	1	4	1	1	5	1	5
TO FULFILL COMPONENTS OF OBJECTIVES	DESIGNS CONTENT OF UNIT	5	1	4	1	1	5	1	5
TO DEFINE ALTERNATIVE PROCEDURES	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4
TO DEVELOP PRESENTATION OUTLINE	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	5
TO ORGANIZE CONTENT	WRITES OVERALL DESIGN FOR COURSE	5	1	4	1	1	5	1	5
TO MEET TRAINING PROBLEM	DRAFTS LESSON PLAN	5	1	4	1	1	5	1	5
TO ASSIGN TO GRADE LEVELS	GROUPS CURRICULUM TOPICS	5	1	4	1	1	5	1	4
TO ORGANIZE CONTENT	PERFORMS TASK ANALYSIS	5	1	4	1	1	5	1	5

4. DESIGN OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO DESIGN FLOW CHART	RESTATES TASK ANALYSIS	5	1	5	1	1	5	1	5
TO WRITE LESSON PLANS	ANALYZES UNPROGRAMMED SEGMENTS	5	1	4	1	1	5	1	4
4.08 SELECTION OF INSTRUCTIONAL SYSTEM COMPONENTS/INSTRUCTIONAL STRATEGIES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DESCRIBE USE OF LEARNING MODES	GIVES INSTRUCTIONS TO CONTENT SPEC	4	2	4	4	1	5	1	4
TO IDENTIFY INSTRUCTIONAL PATTERN	DISCUSSES WITH TEACHERS	5	4	4	4	1	4	1	3
	DESIGN ACTIVITIES								
TO CHOOSE KEY CONCEPTS	ANALYZES SCRIPT	4	1	4	1	1	4	1	4
TO PRESENT TO STUDENTS TO DEFINE	SELECTS KEY WORDS	4	1	4	1	1	4	1	4
TO PRESENT FOR REVIEW & DISCUSSION	SELECTS TOPICS	4	1	4	1	1	4	1	4
TO PRESENT FOR ENRICHMENT ACTIVITY	SELECTS TOPICS	4	1	4	1	1	4	1	4
TO IDENTIFY BLOCKS OF INFORMATION	ANALYZES SCRIPT	4	1	4	1	1	4	1	4
TO COMMUNICATE IDEA OF PRESENTATION	IDENTIFIES AUDIO COMPONENTS	5	1	4	1	1	5	1	4
TO IDENTIFY SEGMENTS FOR PROGRAMING	ANALYZES SUBJECT MATTER	5	1	4	1	1	5	1	5
TO SELECT APPROPRIATE MEDIA	ANALYZES CONTENT OUTLINE	5	1	5	1	1	5	1	5
TO SELECT MODEL/PARADIGM	ANALYZES CONTENT OUTLINE	5	1	5	1	1	5	1	5
TO SELECT METHOD OF INSTRUCTION	ANALYZES BEHAVIORAL OBJECTIVES	5	1	4	1	1	5	1	5
TO LIST CHARACTERISTICS	ANALYZES LEARNING MODES	5	1	4	1	1	5	1	5
TO PROVIDE MODEL FOR INSTRUCTION	ASSIGNS MODES TO OBJECTIVES	5	1	4	1	1	4	1	4
TO LIST CHARACTERISTICS	ANALYZES LESSON PLAN CONSTRUCTION	5	1	4	1	1	4	1	4
TO PROVIDE MODEL FOR INSTRUCTION	DESIGNS SAMPLE LESSON PLANS	5	1	4	1	1	4	1	4
TO DEFINE TEACHING STRATEGIES	EXTRAPOLATES FROM CONTENT/OBJS	5	1	4	1	1	5	1	4
TO MAKE MEDIA SELECTIONS	TRANSLATES TEACHING STRATEGIES	5	1	4	1	1	5	1	4
TO CLARIFY METHOD/MEDIA DECISIONS	DESIGNS MODEL	5	1	5	1	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO MATCH MEDIA TO CONTENT	SELECTS APPROPRIATE MEDIA	4	1	4	1	1	4	1	3
TO ORGANIZE COURSE	SELECTS APPROP MATERIALS AND MEDIA	5	1	4	1	1	5	1	4
	UTILIZATION ACTIVITIES								
TO HELP DESIGN INDIV LRNG ACTIVS	CONSULTS WITH STUDENT	5	4	4	4	1	5	1	5
4.09 ORGANIZATION OF DESIGN COMPONENTS									
	DESIGN ACTIVITIES								
TO WRITE SCHEDULE	ANALYZES CONTENT AND TIME	4	1	4	1	1	5	1	4
TO COORDINATE FILMSTRIP DESIGN	WRITES LEARNING OBJECTIVES	5	1	4	1	1	5	1	5
TO INDICATE TIME FOR ITEMS	ASSESSES TIME SPENT IN PILOT	5	1	4	1	1	5	1	5
	UTILIZATION ACTIVITIES								
TO TIME LENGTH	TEACHES PILOT LESSON	5	4	4	4	1	5	1	5

4. DESIGN OUTCOMES (CONTD)

4.10 SPECIFICATION OF DEVICES

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DETERMINE INTERFACE OF SYSTEMS	DISCUSSES WITH ENGINEER	4	4	4	4	1	4	2	4
TO DETERMINE TECH SPECIFICATIONS	ASKS QUESTIONS OF ENGINEERS	5	4	4	2	1	4	3	5
	RESEARCH - THEORY ACTIVITIES								
TO DETERMINE PHYSICAL INTERFACE	READS TECHNICAL FLYERS	4	1	4	1	1	4	2	4
TO DETERMINE ELECTRICAL INTERFACE	READS TECHNICAL FLYERS	4	1	4	1	1	4	2	4
TO IDENTIFY COMPONENTS OF SYSTEM	READS TECHNICAL FLYERS	4	1	4	1	1	4	1	4
	DESIGN ACTIVITIES								
TO DRAW PHYSICAL SCHEMATIC	ANALYZES PHYSICAL CONSTRAINTS	4	1	4	1	1	4	1	4
TO DRAW WIRING DIAGRAMS	ANALYZES ELECTRICAL DETAILS	4	1	4	1	1	4	1	4
TO MEET INTERFACE REQUIREMENTS	SELECTS COMPONENTS TO MEET	4	1	4	1	1	4	1	4
TO DESCRIBE SYSTEM COMPONENTS	WRITES DETAILED SPECIFICATIONS	4	1	4	1	1	4	1	4
TO WRITE EQUIPMENT SPECIFICATIONS	INCORPORATES DESIGN SPECS	5	1	4	1	1	4	3	4
TO IDENTIFY TECHNICAL SYSTEMS	TRANSLATES COMMUNICATION NEEDS	5	1	5	1	1	5	1	4
TO DESCRIBE TECHNICAL SYSTEMS	WRITES GENERAL SPECIFICATIONS	5	1	4	1	1	5	1	4
TO DETERMINE EXTERNAL CONSTRAINTS	ANALYZES OTHER EQUIPMENT SYSTEMS	5	1	4	1	1	5	1	4
TO DETERMINE PHYSICAL CONSTRAINTS	ANALYZES PHYSICAL FACILITIES	5	1	4	1	1	4	1	4
TO IDENTIFY ALTERNATE SYSTEMS	ANALYZES CONSTRAINTS	5	1	4	1	1	4	1	4
TO IDENFIFY ALTERNATE FORMATS	ANALYZES CONSTRAINTS	5	1	4	1	1	4	1	4
TO ENSURE COMPATIBILITY WITH SYSTEM	WRITES CRITERIA FOR NEEDED DEVICE	5	1	5	1	1	5	3	5
TO DEVELOP TECHNICAL SPECIFICATIONS	TRANSLATES CRITERIA FOR DEVICE	5	1	5	1	1	5	3	5
TO MEET TECHNICAL SPECIFICATIONS	DESIGNS PROTOTYPE DEVICE	5	1	5	1	1	5	1	5

4.11 SPECIFICATION OF SETTING

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY DESIGN NEEDS	DISCUSSES WITH ARCHITECT	4	4	4	4	1	4	1	4
TO IDENTIFY BEST FLOOR PLAN	DISCUSSES WITH TEACHERS	5	4	4	4	1	4	1	3
	DESIGN ACTIVITIES								
TO DETERMINE SPACE REQUIREMENTS	ANALYZES EQUIPMENT SYSTEMS	4	1	4	1	1	4	1	4
TO DETERMINE SPACE CONSTRAINTS	EXAMINES CURRENT FLOOR PLANS	4	1	4	1	1	4	1	4
TO DETERMINE PHYSICAL CONSTRAINTS	ANALYZES PHYSICAL CONSTRUCTION	4	1	4	1	1	4	1	4
TO DETERMINE SPECIAL REQUIREMENTS	ANALYZES EQUIPMENT SPECIFICATIONS	4	1	4	1	1	4	1	4
TO COMMUNICATE DESIGN NEEDS	DRAWS ROUGH FLOOR PLAN	4	1	4	1	1	4	1	4
TO DETERMINE SPACE NEEDS	ANALYZES INSTRUCTIONAL PATTERN	4	1	4	1	1	4	1	3
TO DEFINE LEARNING ENVIRONMENT	ANALYZES INSTRUCTIONAL SETTING	5	1	4	1	1	5	1	4
TO DRAW FLOOR PLAN	INCORPORATES DESIGN SPECS	5	1	5	1	1	5	4	4
TO MEET INSTRUCTIONAL PATTERN	DRAWS FLOOR PLANS	5	1	4	1	1	4	1	3

4. DESIGN OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	EVALUATION - SELECTION ACTIVITIES								
TO SUGGEST IMPROVEMENTS	EXAMINES BLUEPRINTS	4	1	4	1	1	4	1	4
4.12 SPECIFICATION OF MATERIALS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO INCREASE COURSE ILLUSTRATIONS	DISCUSSES WITH COURSE WRITERS	5	4	4	4	1	5	1	4
TO ADAPT COURSE TO TV SCRIPT	DISCUSSES WITH CONTENT SPECIALIST	5	4	4	4	1	5	1	4
TO DETERMINE PICTURES NEEDED	DISCUSSES WITH PHOTOGRAPHER	5	4	4	2	1	5	1	4
TO ASCERTAIN VISUALS NEEDED	DISCUSSES WITH STUDENTS	5	4	4	2	1	4	1	4
	DESIGN ACTIVITIES								
TO SUGGEST APPROPRIATE MATERIALS	ASSESSES TEACHING NEEDS	4	1	4	2	1	4	1	4
TO DECIDE PROGRAMING LANGUAGE	EXAMINES PROGRAM OUTLINE	4	1	4	1	1	4	4	4
TO WRITE ROUGH SCRIPT	ANALYZES LEARNING OBJECTIVES	4	1	3	1	1	4	1	5
TO DESCRIBE HOW TO DO PHOTOGRAPHY	WRITES STATEMENT OF PROCESS	4	1	4	1	1	4	1	4
TO CLARIFY LESSON CONTENT	WRITES SUMMARY OF LESSON	5	1	4	1	1	5	1	5
TO WRITE DESIGN SPECIFICATIONS	ANALYZES PROGRAM NEEDS	5	1	5	1	1	5	1	4
TO CONVEY MESSAGE OF SCRIPT	ROUGH SKETCHES IMAGES	5	1	4	1	2	4	1	4
TO IDENTIFY NEEDED REALIA	EVALUATES SCRIPT	5	1	4	1	1	5	1	4
TO DETERMINE UNITS AND FRAMES	ANALYZES CONTENT	5	1	5	1	1	5	1	5
TO ASSIST IN TEACHING COURSE	WRITES SUPPLEMENTARY HANDBOOK	5	1	4	1	1	5	1	5
TO WRITE PRACTICE EXERCISES	ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4
TO WRITE ROLE PLAYS	ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4
TO DETERMINE NEEDED VISUALS	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	4
TO DETERMINE NEEDED AUDIO	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	5
TO DETERMINE ODORS, TASTES, TOUCHES	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	4
TO DEVELOP STORYBOARD	COMPILES NEEDED SENSORY INPUTS	5	1	4	1	1	5	1	4
TO DEVELOP PRES. SPECIFICATIONS	TRANSLATES STORYBOARD	5	1	4	1	1	5	1	4
TO MEET TRAINING NEED	DESIGNS ROLE PLAYS	5	1	4	1	1	5	1	5
TO CLARIFY & EXPAND COURSE CONTENT	WRITES INSTRUCTOR ACTIVITIES	5	1	4	1	1	5	1	5
TO ILLUSTRATE CONTENT	DECIDES ON USE OF VISUALS	5	1	4	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO IDENTIFY SUITABLE CONTENT	EVALUATES EXTANT MATERIALS	4	1	4	1	1	5	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO ILLUSTRATE COURSE CONTENT	LOCATES ARTIFACTS IN MUSEUM	5	1	4	1	1	5	1	4
TO ILLUSTRATE COURSE CONTENT	LOCATES VISUALS IN BOOKS	5	1	4	1	1	5	1	4
TO ILLUSTRATE COURSE CONTENT	LOCATES COMMERCIAL MATERIALS	5	1	4	1	1	5	1	4

4. DESIGN OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
4.13 DESIGN/ARRANGEMENT OF MATERIALS									
	DESIGN ACTIVITIES								
TO DESIGN LAYOUT FOR MASTER	USES RULER AND PENCIL								
TO IDENTIFY RESPONSE FRAMES	ANALYZES SCRIPT	4	1	4	1	1	4	1	4
TC IDENTIFY APPROP SLIDES	LISTENS TO TAPE	4	1	4	1	1	4	1	4
TO IDENTIFY APPROP SLIDES	VIEWS SLIDES ON SORTING BOARD	4	1	4	1	1	4	1	4
TO SELECT LETTERING	CHOOSES COLORS AND SIZE	4	1	3	1	1	3	1	3
TO ORGANIZE INTO LOGICAL ORDER	ARRANGES MATERIALS	5	1	4	1	1	4	1	4
TO DESIGN VISUAL CHART	ANALYZES TECHNICAL INFORMATION	5	1	4	1	1	5	1	4
TO ARRANGE IN LOGICAL SEQUENCE	SELECTS SLIDES	5	1	4	1	1	5	1	3
TO DESIGN VISUALS FOR TV	ANALYZES SCRIPT	5	1	4	1	1	5	1	4
	PRODUCTION ACTIVITIES								
TO DESIGN VISUALS FOR TRAINING	DRAWS ROUGH SKETCHES	5	6	4	1	1	5	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO DESIGN VISUAL CHART	LOCATES TECHNICAL INFORMATION	5	1	4	1	1	5	1	4
4.14 REVISION OF DESIGN									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO HAVE MATERIALS REVISED	SENDS MATERIALS TO DESIGNER	3	1	3	1	1	3	1	3
	DESIGN ACTIVITIES								
TO REDUCE STEP SIZE	REVISES DRAFT OF PROGRAM	5	1	4	1	1	5	1	5
TO IMPROVE QUALITY	REVISES PROGRAM	5	1	4	1	1	5	1	5
TO IMPROVE QUALITY	REVISES INSTRUCTIONAL MATS.	5	1	4	1	1	5	1	5
TO ASSESS STUDENT REACTION	ANALYZES EVALUATION SHEETS	5	1	4	1	1	5	1	5
TO MAKE REVISIONS	TRANSLATES SUGGESTIONS	5	1	4	1	1	5	1	5

5. PRODUCTION OUTCOMES

		WI	S	D	P	T	R	M	L
5.01 PRODUCTION OF OVERHEAD TRANSPARENCIES									
	PRODUCTION ACTIVITIES								
TO MOUNT TRANSPARENCIES	USES TECHNIFAX HINGES								
TO MAKE BLUE CARBON TRANSPARENCY	OPERATES ADDOFAX MACHINE								
TO PRODUCE OVERLAYS	ASSEMBLES SHEETS OF FILM ON MOUNT								
TO TAPE FILM SHEETS TO FRAME	USES TAPE								
TO MAKE TRANSPARENCY OF HARD COPY	OPERATES 3M MODEL SEVENTY MACHINE								
TO MAKE COLOR OVERLAYS	OPERATES OZAMATIC MACHINE								
TO ADD COLOR TO MASTER	ATTACHES ADHESIVE COLOR MATERIAL								
TO PRODUCE TRANSPARENCY OF MASTER	OPERATES 3M SECRETARY COPIER								
TO ADD COLOR TO MASTER	ATTACHES COLORED STRIPS								
TO PRODUCE TRANSPARENCY COPIES	USES DIAZO PROCESS								
TO MAKE TRANSPARENCY OF MASTER	USES DIAZO PROCESS								
TO PRODUCE TRANSPARENCY	OPERATES OZALID MACHINE								
TO PROVIDE TRANSPS OF MATRICES	OPERATES THERMOFAX MACHINE								
5.02 PRODUCTION OF PHOTOGRAPHIC MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO MAKE SLIDES INTO TEST PRINT	GIVES DIRECTIONS TO ART DEPARTMENT	3	2	2	2	1	3	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ASSIST IN LOCATION SHOOTING	ADVISES PHOTOGRAPHER	4	4	4	4	1	4	1	3
	PRODUCTION ACTIVITIES								
TO MOUNT SLIDES	USES SEALING IRON								
TO MOUNT SLIDES	USES SLIDE MOUNTS								
TO LOAD INSTAMATIC CAMERA	INSERTS FILM CARTRIDGE								
TO PHOTOGRAPH COPYWORK	OPERATES COPY CAMERA								
TO PROCESS BLACK & WHITE FILM	MIXES CHEMICALS								
TO DEVELOP FILM	PROCESSES BLACK & WHITE FILM								
TO MAKE BLACK & WHITE PRINTS	OPERATES ENLARGER								
TO MAKE BLACK & WHITE PRINTS	OPERATES CONTACT PRINTER								
TO MAKE SLIDES OF EQUIPMENT	OPERATES COPY CAMERA	3	3	2	1	2	3	1	2
TO LOAD CAMERA	INSERTS FILM	3	3	3	1	2	3	1	2
TO PHOTOGRAPH	OPERATES 35 MM CAMERA	3	3	4	1	2	4	2	1
TO MAKE HALF TONE COPY	OPERATES COPY PROCESS CAMERA	3	3	3	1	2	3	2	3
TO PROCESS COLOR FILM	MIXES CHEMICALS	3	3	3	1	1	3	1	2
TO MAKE COLOR PRINTS	OPERATES ENLARGER	3	3	3	1	2	3	2	2
TO MAKE COLOR PRINTS	OPERATES CONTACT PRINTER	3	3	3	1	2	3	2	2
TO LOAD CAMERA	INSERTS FILM	3	3	3	1	2	3	1	2
TO PREPARE FOR SHOOTING	SETS UP TRIPOD AND CAMERA	3	3	3	1	2	3	1	2

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO SET CAMERA	TESTS LIGHT LEVEL	3	3	3	1	1	3	1	2
TO PRODUCE SLIDES	OPERATES COPY CAMERA	3	3	2	1	2	3	1	2
TO PHOTOGRAPH COMPLICATED VISUALS	OPERATES POLAROID CAMERA	3	3	2	1	2	3	1	2
TO MAKE SLIDES OF VISUALS	OPERATES COPY CAMERA	3	3	2	1	2	3	1	2
TO DEVELOP FILM	PROCESSES COLOR FILM	4	3	3	1	1	3	1	2
TO PERFORM PHOTOGRAPHIC ASSIGNMENT	SELECTS APPROP EQUIPMENT	4	1	4	1	1	4	1	3
TO PERFORM PHOTOGRAPHIC ASSIGNMENT	SELECTS APPROP FILM	4	1	4	1	1	4	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO PROCESS BLACK & WHITE FILM	CHOOSES APPROPRIATE CHEMICALS								
TO LOAD CAMERA	SELECTS APPROPRIATE FILM	3	1	3	1	1	3	1	2
TO PROCESS COLOR FILM	CHOOSES APPROPRIATE CHEMICALS	4	1	3	1	1	3	1	3
TO PRINT FILM	CHOOSES APPROPRIATE PAPER	4	1	3	1	1	3	1	3

5.03 PRODUCTION OF PRINTED MATERIALS

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE COPIES MADE	GIVES INSTRUCTIONS	3	2	3	2	1	3	1	3
	PRODUCTION ACTIVITIES								
TO APPLY WAX TO MATERIALS	OPERATES ADHESIVE COATING MACHINE								
TO BIND MATERIALS	OPERATES SPIRAL BINDING MACHINE								
TO PREPARE MASTER FOR PRINTING	APPLIES LETTERING TO MASTER								
TO PREPARE PLATES FOR OFFSET	OPERATES COPYCAT MACHINE								
TO PRINT MATERIALS	OPERATES OFFSET PRESS								
TO PRODUCE MASTER FOR OFFSET	OPERATES ITEK MACHINE								
TO PREPARE COPY FOR PRINTING	ASSEMBLES MATERIALS ON MASTER	3	3	4	1	2	2	2	2

5.04 PRODUCTION OF AUDIO RECORDINGS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PRODUCE AUDIO RECORDING	GIVES SIGNALS TO TECHNICAL STAFF	3	2	2	2	1	3	1	3
TO HAVE MASTER MADE OF AUDIO RECORD.	GIVES INSTRUCTIONS TO STUDIO STAFF	3	2	2	2	1	3	1	3
TO TIME SCRATCH TAPE	OPERATES STOPWATCH & RECORDER	3	3	3	1	2	3	1	2
TO PRODUCE DUPLICATES OF TAPE	MAKES ARRANGEMENTS	4	1	3	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DIRECT AUDIO RECORDING	GIVES INSTRUCTIONS TO SOUND CREW	5	4	5	5	1	5	1	5
	PRODUCTION ACTIVITIES								
TO RECORD LESSON SIMULATION	OPERATES TAPE RECORDER								
TO RECORD CLASS PROCEEDINGS	OPERATES TAPE RECORDER								
TO ERASE TAPE CARTRIDGES	OPERATES MAGNETIC ERASING MACHINE								
TO ERASE AUDIO TAPES	OPERATES MAGNETIC ERASING MACHINE								

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO PRODUCE COPIES OF AUDIOTAPES	OPERATES HIGH SPEED DUPLICATOR								
TO DUPLICATE CARTRIDGES	OPERATES TAPE RECORDER								
TO MAKE ANTHOLOGY TAPE	OPERATES TAPE RECORDER, RECORDPLAYER								
TO PUT AUDIBLE BEEP ON TAPE	SETS UP MIKE AND TAPE DECK								
TO PUT AUDIBLE BEEP ON TAPE	READS SCRIPT SILENTLY								
TO PUT AUDIBLE BEEP ON TAPE	PRESSES TONE BUTTON ON CUE								
	EVALUATION - SELECTION ACTIVITIES								
TO ENSURE APPROP VOLUME FOR BEEP	WATCHES METER								
	PRODUCTION ACTIVITIES								
TO PRODUCE SCRATCH TAPE	OPERATES TAPE RECORDER								
TO TAPE CLASSROOM DIALOGS	OPERATES AUDIO TAPE RECORDER								
TO MAKE MASTER TAPE RECORDING	OPERATES TWO TAPE RECORDERS								
TO MAKE TAPE CARTRIDGES	OPERATES AUDIO TAPE CONSOLE								
TO RECORD CONFERENCE SESSIONS	OPERATES TAPE RECORDER								
TO PRODUCE AUDIO TAPES OF RECORDS	OPERATES TAPERECORDER & RECORDPLAYER	3	3	2	1	2	2	1	1
TO MAKE TAPES OF TV PROGRAMS	OPERATES TAPERECORDER AND TV	3	3	2	1	2	2	1	1
TO RECORD AUDIO FROM FILM	OPERATES MOVIEPROJECTOR & RECORDER	3	3	3	1	2	3	1	2
TO MAKE SYNCHRONIZED AUDIOTAPE	OPERATES TAPE RECORDER AND PROJECTOR	3	3	2	2	2	3	1	2
TO DUPLICATE AUDIOTAPES	OPERATES TWO CONNECTED RECORDERS	3	3	2	1	2	2	1	2
TO PREPARE FOR RECORDING	SETS UP AUDIO EQUIPMENT	3	3	2	1	2	2	1	1
TO MAKE REMOTE RECORDING	MAKES PATCHES ON ELECTRONIC PANEL	3	3	2	1	2	2	2	1
TO MAKE REMOTE RECORDING	SETS SWITCH ON MACHINE	3	3	2	1	2	2	2	1
TO PRODUCE REMOTE RECORDING	OPERATES AUDIO EQUIPMENT	3	3	3	1	2	2	2	2
TO PRODUCE SCRATCH TAPE	READS SCRIPT ALOUD	3	1	2	1	2	3	1	3
TO ASSESS LENGTH OF TAPE	TIMES SCRATCH TAPE WITH STOPWATCH	3	6	3	1	2	3	2	3
TO PRODUCE FINISHED TAPE	MIXES NARRATION TAPE & SOUND	3	3	3	1	2	4	1	3
TO MAKE ACETATE CUT	USES STYLUS	3	3	3	1	2	4	1	3
TO DETERMINE LENGTH	TIMES RECORDING WITH STOP WATCH	3	6	3	1	2	4	1	2
TO PRODUCE PULSED TAPE	PUTS IMPULSES ON TAPE	3	3	3	1	2	4	1	3
TO PRODUCE AUDIO TAPE	OPERATES RADIO CONSOLE	4	3	2	1	2	2	1	2
TO PRODUCE TAPE FOR PRESENTATION	OPERATES TAPE RECORDER	4	3	2	1	2	2	1	2
	EVALUATION - SELECTION ACTIVITIES								
TO PREPARE FOR RECORDING	TESTS AUDIO EQUIPMENT	3	6	2	1	2	2	1	1
TO BE BACKGROUND MUSIC FOR TAPE	CHOOSES RECORD	4	1	3	1	1	3	1	2
TO CHOOSE APPROP MUSIC AND EFFECTS	EVALUATES SCRIPT	5	1	4	1	1	5	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO COMPILE ANTHOLOGY TAPE	LOCATES SPOKEN RECORDS	3	1	3	1	1	2	1	2

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
5.05 PRODUCTION OF TV RECORDINGS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY SET REQUIREMENTS	TALKS WITH CLIENT	3	4	4	2	1	4	2	4
TO CLARIFY AUDIO REQUIREMENTS	TALKS WITH CLIENT	3	4	4	2	1	4	2	4
	PRODUCTION ACTIVITIES								
TO ARRANGE SET FOR TAPING	LIFTS AND CARRIES PROPS								
TO RECORD SESSION FOR ITV	OPERATES TV CAMERA								
TO READY FOR RECORDING	PREPARES VTR SET UP	3	3	3	1	2	3	1	2
TO MAKE VTR RECORDING	OPERATES CAMERA AND VTR	3	3	3	1	2	3	1	2
TO PREPARE FOR TAPING	SETS UP VIDEOTAPE RECORDER	3	3	2	1	2	3	1	1
TO PREPARE FOR TAPING	SETS UP MIKES	3	3	2	1	2	3	1	1
TO PREPARE FOR TAPING	SETS UP VTR CAMERA	3	3	2	1	2	2	1	2
TO RECORD PRODUCTION	OPERATES VIDEOTAPE CAMERA	3	3	2	1	2	2	1	2
TO RECORD PRODUCTION	OPERATES VIDEOTAPE RECORDER	3	3	2	1	2	2	1	2
TO SIGNAL END OF PRODUCTION	GIVES SIGNAL TO TEACHER	3	4	4	2	1	3	1	1
TO PREPARE FOR TAPING	SETS UP LIGHTS	3	3	2	1	2	2	1	2
TO DIRECT PRODUCTION	GIVES SIGNALS TO TEACHER	4	4	4	2	1	3	1	3
TO DIRECT PRODUCTION	GIVES SIGNALS TO TALENT AND CREW	4	4	4	2	1	3	1	3
TO SIGNAL END OF PRODUCTION	GIVES SIGNALS TO TALENT AND CREW	4	4	4	2	1	3	1	3
TO DIRECT VTR PRODUCTION	REHEARSES PRESENTATION	4	4	4	4	1	4	1	4
TO DIRECT VTR PRODUCTION	DIRECTS TALENT AND CREW	4	4	4	4	1	4	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO DETERMINE SET ARRANGEMENT	SURVEYS CLASSROOM	3	1	3	1	1	3	1	1
TO SWITCH CAMERAS	OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	2	2
	SUPPORT - SUPPLY ACTIVITIES								
TO RECORD PROGRAMS FROM NETWORK	OPERATES VIDEOTAPE RECORDER								
5.06 PRODUCTION OF CAI MATERIALS									
	PRODUCTION ACTIVITIES								
TO STORE PROGRAM IN MEMORY	OPERATES COMPUTER TERMINAL								
TO TRANSLATE INTO COMPUTER LANGUAGE	ANALYZES STEPS IN FLOW CHART	5	1	5	1	1	5	4	4
5.07 PRODUCTION OF MOTION PICTURES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DIRECT SHOTS TO BE TAKEN	GIVES INSTRUCTIONS TO CAMERA CREW	5	4	5	5	1	5	1	5
TO DIRECT ACTION FOR SHOTS	GIVES INSTRUCTIONS TO TALENT	5	4	5	5	1	5	1	5
TO EXPLAIN FILM CONCEPTS	DISCUSSES WITH FILM EDITOR	5	4	4	4	1	5	1	5

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	PRODUCTION ACTIVITIES								
TO RECORD ACTION	OPERATES MOTION PICTURE CAMERA								
TO PREVIEW RAW FOOTAGE	OPERATES MOTION PICTURE PROJECTOR								
TO SPLICE RAW FOOTAGE	USES FILM SPLICER								
TO RECORD SOUND	OPERATES SOUND EQUIPMENT								
TO PRODUCE CONTINUOUS FOOTAGE	CUTS LEADER FROM FILM	3	3	3	1	2	2	1	2
TO READY FOR SHOOTING	PREPARES CAMERA	3	3	3	1	3	3	1	2
TO READY FOR SHOOTING	PREPARES SOUND EQUIPMENT	3	3	3	1	3	3	1	2
TO PROVIDE SHOT SEQUENCES	ORGANIZES SHOT BREAKDOWN	4	1	4	1	1	4	2	4
TO WRITE SHOT BREAKDOWN	ANALYZES SCRIPT	5	1	4	1	1	4	2	4
TO DETERMINE NEEDED LOCATION	ANALYZES SHOT SEQUENCES	5	1	5	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO REVISE SHOT BREAKDOWN	SURVEYS LOCATION	5	1	5	1	1	5	1	4
TO PRODUCE FINAL FILM	EDITS FILM FOOTAGE	5	6	4	1	1	4	1	2
5.08 WRITING OF MANUALS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IMPROVE AUDIO STANDARDS	DISCUSSES WITH WRITERS	4	4	4	3	1	4	1	4
	PRODUCTION ACTIVITIES								
TO WRITE TV PRODUCTION MANUAL	LISTS TV LIGHTING REQUIREMENTS	4	1	4	1	1	4	1	4
TO WRITE TV PRODUCTION MANUAL	DESCRIBES TV CAMERA TECHNIQUES	4	1	4	1	1	4	1	4
TO WRITE TV PRODUCTION MANUAL	DESCRIBES SET UP FOR ROLE PLAYS	4	1	4	1	1	4	1	4
TO WRITE TV PRODUCTION MANUAL	DESCRIBES PLACING OF MIKES	4	1	4	1	1	4	1	4
TO WRITE AUDIO PRODUCTION MANUAL	LISTS STANDARDS FOR AUDIO	4	1	4	1	1	4	1	4
TO DEVELOP GUIDELINES	WRITES VISUALS STANDARDS	4	1	4	1	1	4	1	4
TO STANDARDIZE PUBLICATIONS	DESIGNS FORMAT	5	1	5	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO LIST WEAK AREAS IN VISUALS	ANALYZES TRAINING MATS	4	1	4	1	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO DEVELOP GUIDELINES	COLLECTS INFOR ON VISUAL MATERIALS	4	1	4	1	1	4	1	4
5.09 PRODUCTION OF LETTERING									
	PRODUCTION ACTIVITIES								
TO PRODUCE LETTERS FOR SCALE MODEL	USES EMBOSSOGRAPH MACHINE								
TO MAKE LETTERING	OPERATES LINOSCRIBE MACHINE								
TO PROVIDE LETTERING	USES STENCIL AND MARKING PEN								
TO PROVIDE LETTERING	USES BURNISH ON MATERIALS								

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO PRODUCE FILM LETTERING	OPERATES HEADLINER MACHINE	3	3	3	1	2	3	1	2
5.10 DRYMOUNTING AND LAMINATING									
	PRODUCTION ACTIVITIES								
TO LAMINATE PICTURES	OPERATES DRYMOUNT PRESS								
TO PREPARE FOR DRYMOUNTING	USES TACKING IRON AND TISSUE								
TO MOUNT MATERIALS	OPERATES DRYMOUNT PRESS								
TO PREPARE SUPPLIES OF TISSUE	USES PAPER CUTTER								
TO MOUNT LETTERING ON MASTER	USES GLUE								
5.11 PRODUCTION OF SCALE MODEL									
	PRODUCTION ACTIVITIES								
TO MOUNT MODEL	SCREWS PLASTIC MODEL TO DISPLAY								
TO ENSURE MODEL IN WORKING ORDER	PULLS HANDLE ON MODEL								
TO CUT AWAY PARTS OF MODEL	USES METAL SAW								
TO MAKE PLASTIC MODEL	USES PLASTIC FORMING MACHINE								
TO CARVE WOODEN SCALE MODEL	USES CHISEL AND LATHE	3	6	3	1	3	3	2	1
5.12 PRODUCTION OF CONTOUR MAP									
	PRODUCTION ACTIVITIES								
TO OUTLINE MAP	DRAWS LINES ON FIBERGLASS BASE								
TO BUILD CONTOURS	CUTS PIECES OF STYROFOAM								
TO BUILD CONTOURS	GLUES PIECES OF STYROFOAM								
TO PAINT IN TOPOGRAPHICAL FEATURES	USES PAINTBRUSH AND PAINT	3	6	2	1	2	2	2	1
5.13 GETTING APPROVAL OF MATERIALS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE ROUGH CUT APPROVED	DISCUSSES WITH SPECIALISTS	5	4	4	4	1	5	1	5
5.14 DESIGN OF ARTWORK/LAYOUT									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE BROCHURE DESIGNED	GIVES INSTRUCTIONS	3	2	3	2	1	3	1	3
TO ASSIGN COLOR AND LETTERING	DISCUSSES WITH ART DEPARTMENT	4	4	4	4	1	4	1	4
	PRODUCTION ACTIVITIES								
TO PRODUCE ARTWORK	ARRANGES LETTERS AND PICTURE								
TO PRODUCE ARTWORK	APPLIES GUMMED LETTERING TO PAPER								
TO PRODUCE SCALE DRAWING	MEASURES PICTURE								
TO SERVE AS BLUEPRINT	DRAWS SCALE DIAGRAM								

5. PRODUCTION OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
TO PROVIDE ILLUSTRATIONS	TRACES LINES ON MASTER								
TO MAKE VISUAL	USES COLOR LIFT PROCESS								
TO PRODUCE TRACED IMAGE	OPERATES ART-O-GRAPH MACHINE								
TO PREPARE TO MAKE CHART	LAYS OUT DESIGN ON FINISHED FORM	3	1	3	1	2	4	1	3
TO INDICATE IMAGE AREA	LAYS TISSUE OVER VISUAL	3	3	3	1	1	4	2	3
TO INDICATE IMAGE AREA	USES PREPARED ACETATES	3	3	3	1	1	4	2	3
TO DESIGN LAYOUT	ARRANGES MATERIALS ON SHEET	3	1	2	1	1	4	1	4
TO PAINT PICTURES	USES COMPASSES, PAINT AND BRUSHES	4	6	4	1	3	4	1	2
TO INDICATE RESPONSE FRAMES	ASSIGNS DISTINCTIVE COLORS	4	1	3	1	1	4	1	4
TO INDICATE BLOCKS OF INFORMATION	ASSIGNS DISTINCTIVE COLORS	4	1	3	1	1	4	1	4
TO DESIGN TITLE FRAMES	DRAWS ROUGH SKETCHES	4	1	4	1	1	4	1	4
TO DESIGN RECORD SLEEVE	DESIGNS LAYOUT	4	1	4	1	1	4	1	3
TO ILLUSTRATE COURSE OUTLINE	SKETCHES ROUGH VISUALS	4	1	4	1	1	4	1	4
TO PROVIDE ILLUSTRATIONS	DRAWS ORIGINAL CARTOONS	4	6	3	1	2	3	1	2
TO IDENTIFY PREDOMINANT COLORS	ASSEMBLES REALIA	4	1	3	1	1	3	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO ILLUSTRATE CHART	CHOOSES APPROPRIATE COLORS	3	1	4	1	1	4	1	2
TO GIVE CONTINUITY TO PRESENTATION	CHOOSES COLORS AND STYLES	4	1	4	1	1	4	1	3
5.15 WRITING OF TEXT/SCRIPT									
	DESIGN ACTIVITIES								
TO WRITE PROGRAM FRAMES	TRANSLATES OBJECTIVES/CONTENT	5	1	4	1	1	5	1	5
	PRODUCTION ACTIVITIES								
TO WRITE ACTIVITY FRAMES	INCORPORATES DESIGN ELEMENTS	5	1	4	1	1	4	2	5
TO WRITE TEXT	INCORPORATES DESIGN ELEMENTS	5	1	4	1	1	5	1	5
5.16 PRODUCTION OF PROTOTYPE DEVICES									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INITIATE PRODUCTION OF DEVICES	WRITES TECH SPECS FOR CONTRACT	5	1	5	1	1	5	1	4
	PRODUCTION ACTIVITIES								
TO SPECIFY FOR PRODUCTION	DESIGNS BASIC PARAMETERS OF DEVICE	5	1	5	1	1	5	3	4
TO SPECIFY MIN SPECS FOR EQUIPMENT	WRITES GUIDELINES	5	1	4	1	1	5	1	4

5. PRODUCTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
5.17 PRODUCTION OF MULTIPLE COPIES/PROTOTYPE MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INITIATE PRODUCTION	RECOMMENDS PURCHASE OF SCRIPT	4	4	4	4	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE MULTIPLE COPIES PRODUCED	GIVES INSTRUCTIONS	4	2	2	2	1	4	1	3
TO HAVE PROTOTYPE PRODUCED	CALLS PRODUCTION DEPARTMENT	4	2	3	2	1	4	1	5
TO HAVE ART WORK PRODUCED	GIVES INSTRUCTIONS	5	4	5	5	1	5	1	4
	PRODUCTION ACTIVITIES								
TO MAKE PRODUCTION DECISION	ASSESSES DRAFT TRAINING MATERIALS	5	1	4	1	1	5	1	4
5.18 CLARIFICATION OF PRODUCTION GOALS/SPECIFICATIONS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY AUDIO REQUIREMENTS	TALKS WITH CLIENT	3	2	4	2	1	4	2	4
TO CLARIFY SET REQUIREMENTS	TALKS WITH CLIENT	3	2	4	2	1	4	2	4
TO DECIDE ON MUSIC & SOUND EFFECTS	DISCUSSES WITH AUDIO DIRECTOR	4	2	4	4	1	4	1	4
TO CLARIFY PRODUCTION DETAILS	DISCUSSES WITH WRITERS	4	4	4	4	1	4	1	4
TO CLARIFY DETAILS ON PROD. SPECS.	DISCUSSES W. COURSE DEVELOPERS	4	4	4	2	1	4	1	4
TO CLARIFY PRODUCTION DETAILS	DISCUSSES WITH PRODUCER	4	4	3	2	1	4	1	4
TO CLARIFY VISUALS NEEDED	DISCUSSES WITH ARTIST	4	4	4	4	1	4	1	4
TO CLARIFY PRODUCTION DETAILS	DISCUSSES STORYBOARD CARDS	4	2	4	4	1	4	1	3
5.19 ORGANIZATION OF COMPONENTS									
	PRODUCTION ACTIVITIES								
TO ORGANIZE IN PRESCRIBED ORDER	ARRANGES MATERIALS IN SEQUENCE								
TO ORGANIZE IN PRESCRIBED ORDER	ARRANGES SLIDES IN SEQUENCE								
TO ASSIGN PAUSES AND TAPE STOPS	ANALYZES SCRIPT	4	1	4	1	1	4	2	4
TO ASSIGN FRAME NUMBERS	ARRANGES S-B CARDS BY MAIN IDEAS	4	1	4	1	1	4	1	2
TO FOLLOW DESIGN SPECIFICATIONS	REORDERS SCRIPT	4	1	4	1	1	4	1	4
TO MATCH CONCEPTS IN SCRIPT	SEQUENCES SLIDES USING SLIDE VIEWER	4	1	3	1	1	4	1	4
TO MATCH WORDS TO EXISTING VISUALS	REWRITES PORTIONS OF SCRIPT	4	1	4	1	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO MATCH AUDIO AND VISUALS	LISTENS TO SCRATCH TAPE	3	1	4	1	2	4	1	3
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO GET APPROVAL OF STORYBOARD	DISCUSSES WITH AUTHOR	5	4	4	4	1	4	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO APPROVE ROUGH CUT	VIEWS SEQUENCES OF FILM	5	1	4	1	1	5	1	4

6. EVALUATION-SELECTION OUTCOMES

6.01 EDITING OF INSTRUCTIONAL SYSTEM COMPONENTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO HAVE LRNG ACTIV REVISED/ELIMINATE	SENDS NEG EVALS TO MATER EVALUATOR								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH WRITER	4	2	4	4	1	4	1	4
TO HAVE PROTOTYPE REVISED	CALLS PRODUCTION DEPARTMENT	4	2	3	2	1	4	1	5
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH CLIENT	4	2	4	4	1	4	1	4
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH DIRECTOR	4	2	4	4	1	4	1	4
TO SUGGEST IMPROVEMENTS	ADVISES FILM EDITOR	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO CHECK SYMMETRY OF DESIGN	USES RULER								
TO CHECK DUPLICATED TAPE	OPERATES AUDIOTAPE RECORDER								
TO IMPROVE PRESENTATION	CHANGES PACING	3	1	4	1	1	4	1	3
TO IMPROVE PRESENTATION	REVISES VISUALS	4	1	4	1	1	4	1	3
TO IMPROVE QUALITY	REVISES PRESENTATION	4	1	4	1	2	4	1	4
TO IMPROVE QUALITY	REVISES SCRATCH TAPE	4	1	3	1	2	4	1	4
TO EDIT AUDIOTAPE	OPERATES SPLICER AND TAPE DECK	4	3	2	1	2	2	1	2
TO ELIMINATE ERRORS	REWRITES PROGRAM	5	1	5	1	1	5	4	4
TO IMPROVE QUALITY	REVISES INSTRUCTIONAL MATERIALS	5	1	4	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO TEST FINISHED TRANSPARENCY	OPERATES OVERHEAD PROJECTOR								
TO EDIT PORTIONS OF FILM	USES SCISSORS								
TO ENSURE CORRECT GRAMMAR	READS SCRIPT								
TO IMPROVE PRESENTATION	SELECTS MORE APPROP. VISUALS	3	1	4	1	1	4	1	3
TO IMPROVE QUALITY	EDITS SCRIPT	4	1	4	1	1	4	1	4
TO REDUCE LENGTH	EDITS PORTIONS OF SCRIPT	4	1	3	1	1	4	1	4
TO MAKE EDITING DECISIONS	OBSERVES RAW FOOTAGE	4	1	4	1	1	4	1	4
TO IMPROVE PRODUCTION QUALITY	REMOVES POOR QUALITY SLIDES	4	1	4	1	1	4	1	2
TO SUGGEST IMPROVEMENTS	EVALUATES NARRATORS READING	4	4	4	4	1	4	1	5
TO REMOVE POOR QUALITY	EVALUATES MATERIALS PRODUCED	4	1	4	1	1	4	1	2
TO EDIT CONTENT/SEQUENCE/AMBIGUITY	READS FINAL SCRIPT	5	1	4	1	1	5	1	5
TO SUGGEST IMPROVEMENTS/EVALUATE	EXAMINES PROTOTYPE MATERIALS	5	1	4	1	1	4	1	4

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
6.02 MONITORING OF EQUIPMENT OPERATION									
	PRODUCTION ACTIVITIES								
TO ENSURE QUALITY VISUAL	ADJUSTS PLACEMENT OF CAMERA								
TO ENSURE QUALITY SOUND	ADJUSTS PLACEMENT OF MIKES								
TO ENSURE QUALITY VISUAL	ADJUSTS PLACEMENT OF LIGHTS								
	EVALUATION - SELECTION ACTIVITIES								
TO ENSURE OPERATING CONDITION	TESTS EQUIPMENT TO BE LOANED								
TO ENSURE QUALITY SOUND	TESTS LEVELS ON MIKES								
TO MAKE ADJUSTMENTS IN LEVEL	MONITORS AUDIO DIALS								
TO CHECK QUALITY	MONITORS SOUND FROM LOCATION	3	1	2	1	1	3	1	1
TO ADJUST SET AND CAMERA	OBSERVES MONITOR	3	6	4	1	2	4	2	2
TO CHANGE CAMERA ANGLE	OBSERVES IMAGE ON MONITOR	3	6	4	1	2	4	1	2
TO ADJUST SET AND LIGHTING	OBSERVES SET ON MONITORS	3	6	4	1	2	4	2	2
TO ENSURE QUALITY PRODUCTION	MONITORS OSCILLOSCOPE	3	6	4	1	2	4	2	2
TO ASSESS PERFORMANCE	OBSERVES EQUIPMENT IN OPERATION	4	1	4	1	1	4	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO TEST WORKING ORDER	OPERATES EACH COMPONENT	3	3	3	1	2	3	1	2
TO TEST WORKING ORDER	OPERATES SYSTEM	3	3	3	1	2	3	1	2
6.03 DIAGNOSIS OF EQUIPMENT DEFECTS									
	EVALUATION - SELECTION ACTIVITIES								
TO LOCATE OPERATING FLAWS	TESTS LANGUAGE LAB EQUIPMENT								
	SUPPORT - SUPPLY ACTIVITIES								
TO IDENTIFY DEFECTIVE TUBES	USES TUBE TESTER								
TO DETERMINE NON-FUNCTIONING PART	OPERATES PROJECTOR	3	3	2	1	2	3	1	1
TO IDENTIFY NON-FUNCTIONING PART	CONSULTS DRAWING AND PARTS LIST	3	1	3	1	1	3	1	4
TO DETERMINE NON-FUNCTIONING PARTS	OPERATES RECORD PLAYER	3	3	2	1	2	3	1	1
6.04 DEFINITION OF EVALUATION PROBLEM									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENTIFY SPECIAL PROBLEMS	SPEAKS TO CLIENT GROUP	5	4	4	4	1	5	1	5
TO INVITE PARTICIPATION IN EVAL	SPEAKS WITH CLIENT GROUP	5	4	4	4	1	5	1	5
TO DEFINE DECISIONS TO BE MADE	SPEAKS WITH DECISION MAKERS	5	4	4	4	1	5	1	5
TO IDENTIFY EVALUATION PROBLEM	DISCUSSES WITH CLIENT OR ASSOCIATES	5	4	4	4	1	4	1	4
TO IDENTIFY PROBLEMS W MATERIALS	LISTENS TO STUDENT QUESTIONS	5	4	5	1	1	5	1	4
TO IDENTIFY PROBLEMS W TEST	LISTENS TO STUDENT QUESTIONS	5	4	5	1	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO IDENTIFY PROBLEMS W MATERIALS	OBSERVES STUDENTS USING MATERIALS	5	4	5	1	1	5	1	4

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO IDENTIFY PROBLEMS W TEST	OBSERVES STUDENTS TAKING TESTS	5	4	5	1	1	5	1	4
TO IDENTIFY OBJECTIVES NOT MET	COMPARES ANALYZED DATA/OBJECTIVES	5	1	5	1	1	5	1	4
TO TEST WHETHER GENERALIZABLE	APPLIES MODEL TO OTHER PROJECTS	5	1	4	1	1	4	1	4
TO TEST IF MODEL COMMUNICATES	COMPARES MODEL AND CLIENT NEEDS	5	1	3	1	1	4	1	3
6.05 CONDUCTING OF FIELD TESTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO CONDUCT PILOT TEST	DISTRIBUTES MATERIALS TO CLASS	3	1	3	1	1	3	1	3
TO CONDUCT PILOT TEST	DISTRIBUTES TESTS TO CLASS	3	1	3	1	1	3	1	3
TO TEST OUT PROTOTYPE PROGRAM	SCHEDULES TESTING SESSION	3	1	3	1	1	4	1	3
TO CONDUCT PILOT TEST	TAKES MATERIALS/TESTS TO SCHOOL	4	1	3	1	1	3	1	3
TO TRY OUT PROGRAM	ORGANIZES PILOT TEST	4	1	4	1	1	4	1	3
TO TEST DESIGN FEASIBILITY	ASSIGNS PROTOTYPE TO FIELD CENTER	5	4	4	5	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE PILOT TEST CONDUCTED	REQUESTS TEACHER	4	2	2	2	1	4	1	3
TO FIELD TEST MATER	ASKS STUDENTS TO EVAL MATERIAL	5	4	4	4	1	5	1	5
TO EVAL STUDENT LEARNING	LISTENS TO STUDENT RESPS/QUES	5	4	4	4	1	5	1	5
TO OBTAIN IMPRESSION OF LRNG EXPER	DISCUSSES WITH STUDENT	5	2	4	3	1	5	1	5
TO FIELD TEST DISSEMINATION PLAN	SPEAKS WITH INTERESTED INSTITUTION	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO TEST DESIGN FEASIBILITY	ASSEMBLES PROTOTYPE	5	6	5	1	3	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO EVALUATE EFFECTIVENESS OF COURSE	SELECTS SITE FOR PILOT TEST	4	1	4	1	1	4	1	4
TO DISCOVER ERRORS	TESTS PROGRAM IN COMPUTER	5	1	5	1	1	5	4	4
TO FIELD TEST MATER	ANALYZES SUCCESS IN MTG OBJECTIVE	5	1	4	1	1	5	1	5
TO TRY OUT TEST	ADMINISTERS MATERIALS/TEST TO STUDNT	5	1	4	2	1	4	1	4
TO TEST OUT PROTOTYPE PROGRAM	CHOOSES SUBJECTS	5	1	4	1	1	5	1	5
TO FIELD TEST MATERIALS	PLAYS ROLE OF STUDENT	5	1	4	1	1	5	1	5
TO TEST OUT PROTOTYPE PROGRAM	EVALUATES RESULTS FROM TEST	5	1	4	1	1	4	3	4
TO FIELD TEST FOR ACCURACY	RUNS SAMPLE DATA THROUGH MODEL	5	1	4	1	1	4	1	4
TO PILOT TEST INSTRUCT. MATERIALS	DESIGNS EVALUATION FORMS	5	1	4	1	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO TEST OUT INTERFACE	LAYS OUT COMPONENTS	4	3	3	1	1	3	1	3
TO TEST OUT INTERFACE	HOOKS UP COMPONENTS	4	3	3	1	1	3	1	3
	UTILIZATION ACTIVITIES								
TO FIELD TEST MATER	SHOWS MATERIAL TO STUDENTS	5	4	4	4	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO GET FEEDBACK ON PERFORMANCE	DEMONSTRATES OPERATION OF PROTOTYPE	5	6	4	1	2	5	1	5

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO FIELD TEST DISSEMINATION PLAN	ADMINISTERS PLAN	5	1	5	1	1	5	1	5
6.06 COLLECTION AND ANALYSIS OF EVALUATION DATA									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO HAVE EVALUATION RATING STORED	SENDS EVALUATION RATING TO COMPUTER	3	1	3	1	1	3	1	3
TO COLLECT EVALUATIONS	COMPILES ANNOTATION & COMMENT SHEET	3	1	3	1	1	3	1	4
TO COMPILE EVALUATION REPORT	COLLECTS COMMITTEE EVALUATIONS	4	1	3	1	1	4	1	3
TO COMPILE EVALUATION REPORT	COLLECTS STAFF EVALUATION	4	1	3	1	1	4	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO GATHER REACTIONS	REQUESTS EVALS TO WRITE COMMENTS	4	2	4	2	1	4	1	4
TO GATHER REACTIONS	ASKS QUESTIONS	5	4	4	4	1	5	1	5
TO GATHER REACTIONS	LEADS DISCUSSION	5	4	4	4	1	5	1	5
TO GATHER REACTIONS	ASKS QUESTIONS RE UTILIZATION	5	4	4	4	1	5	1	5
TO GATHER REACTIONS	LISTENS TO TEACHER COMMENTS	5	4	4	4	1	5	1	5
TO GATHER REACTIONS	ASKS QUESTIONS RE MATER NEEDS	5	4	4	4	1	5	1	5
TO PROVIDE COMPARISON DATA	QUESTIONS STUDENT RE MATERIAL	5	4	4	4	1	5	1	4
TO EVALUATE DISSEMINATION PLAN	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5
TO ANALYZE EVALUATION DATA	SUPERVISES DATA PROCESSING	5	2	4	5	1	5	4	5
TO TRANSLATE DATA TO USABLE FORMAT	SUPERVISES DATA PROCESSING	5	2	4	5	1	5	4	5
	EVALUATION - SELECTION ACTIVITIES								
TO SCORE EVAL INSTRUMENTS	COMPARES RESPONSES AND ANSWER KEY	3	1	2	1	1	2	1	2
TO SUMMARIZE EVALUATION	TABULATES RECOMMENDATIONS	3	1	3	1	1	3	2	4
TO SCORE TESTS	COMPARES TESTS W ANSWER KEY	3	1	3	1	1	3	1	3
TO COLLECT EVALUATION DATA	RECORDS RESPONSES TO INSTRUMENT	4	1	4	1	1	4	1	4
TO DEVELOP EVALUATION RATING	COMBINES EVALUATIONS	4	1	4	1	1	4	1	4
TO ANALYZE DATA	COMPILES SCORES FOR EA QUESTION	4	1	3	1	1	3	2	3
TO ASSESS REACTIONS TO MATERIALS	COLLECTS RESPONSES FROM PILOT	4	1	3	1	1	4	1	4
TO TEST MODEL EFFECTIVENESS	COMPARES MODEL AND OBJECTIVES	5	1	4	1	1	5	1	4
TO PROVIDE ANSWERS TO STUDY QUES	COMPARES DATA AND OBJECTIVES	5	1	5	1	1	5	1	4
TO SUMMARIZE EVALUATION	SYNTHESIZES COMMENTS	5	1	4	1	1	5	1	5
TO CHECK TEST VALIDITY	COMPARES TEST/VERBAL RESPONSES	5	1	5	1	1	5	1	5
TO ASSESS NON-VERBAL RESPONSE	OBSERVES REACTIONS OF STUDENTS	5	4	5	1	1	5	1	4
TO IDENTIFY WEAK AREAS	PERFORMS ITEM ANALYSIS OF TEST	5	1	4	1	1	5	1	3
TO MARK FREQUENCY/TYPE STUD RESPS	WRITES ON FORM	5	1	4	1	1	5	1	4
TO IDENTIFY DISCREPANCIES	COMPARES STUD FORM W DESIRED RESPS	5	1	4	1	1	5	1	4
TO IDENTIFY WHAT CAUSING STUD DIFFS	ANALYZES TEACHER FORM/BEHAVIOR	5	1	4	1	1	5	1	4
TO IDENTIFY IMPROVED STUD RESPS	COMPARES OLD FORM/NEW RESPS	5	1	4	1	1	5	1	5
TO COLLECT EVALUATION DATA	ADMINISTERS INSTRUMENT	5	1	4	1	1	5	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO COLLECT EVALUATION DATA	INSTRUCTS PERSONNEL	5	4	4	4	1	5	1	4

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO EVALUATE DISSEMINATION PLAN	EXAMINES INCREASED USE OF MATERS	5	1	4	1	1	5	1	5
6.07 SELECTION OF INSTRUCTIONAL SYSTEM COMPONENTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO SELECT REQUIRED TAPES	CHECKS ASSIGNED SCHEDULE								
TO SELECT APPROPRIATE EQUIPMENT	READS WORK ORDER								
TO SELECT MATERS FOR PURCHASE	MAKES LIST OF PURCHASES	4	1	3	1	1	4	1	3
TO CHOOSE EXISTING SLIDES	SEARCHES STOCK FILES	4	1	3	1	1	4	1	2
TO IDENTIFY APPROP MATERIALS	SEARCHES CATALOGS	4	1	3	1	1	4	1	3
TO SELECT BRANDS OF AV EQUIP	READS MAINTAINENCE REPORTS	5	1	4	1	1	5	1	4
TO SELECT BRANDS OF AV EQUIP	READS NEW PRODUCT REPORTS	5	1	4	1	1	5	1	4
TO CHOOSE SUITABLE SUBJECTS	READS INFORMATION IN FILES	5	1	4	1	1	4	1	4
TO SELECT ITEMS FOR EVALUATION	READS LITERATURE	5	1	4	1	1	4	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO SELECT ITEMS FOR EVALUATION	TALKS TO SALESMEN	5	2	3	2	1	4	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO SELECT BEST RECORDINGS	LISTENS TO SPOKEN RECORDS	4	1	4	1	1	4	1	4
TO SELECT SUITABLE ONES	ANALYZES SLIDES	4	1	4	1	1	4	1	3
TO CHOOSE MOST SUITABLE	AUDITIONS TALENT	4	1	4	2	1	4	1	4
TO SELECT APPROPRIATE ONES	REVIEWS EXTANT MATERIALS	4	1	4	1	1	4	1	4
TO OBTAIN BACKGROUND MUSIC	CHOOSES APPROPRIATE MUSIC	4	1	4	1	1	4	1	4
TO SELECT MOST APPROPRIATE	ANALYZES POSSIBLE USES OF MATER	5	1	4	1	1	5	1	4
TO SELECT ITEMS FOR EVALUATION	SCREENS INPUTS	5	1	4	1	1	4	1	3
TO CHOOSE MOST APPROPRIATE	COMPARES DEVICES W. TECH. SPECS.	5	1	5	1	1	5	1	4
TO SELECT BRANDS OF AV EQUIP	COMPARES DIFFERENT BRANDS	5	1	4	1	1	5	1	4
6.06 VERIFICATION OF INSTRUCTIONAL SYSTEM COMPONENTS									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE CONTENT VALIDATED	ASKS SUBJECT MATTER CONSULTANT	3	2	2	2	1	3	1	3
TO DETERMINE ACCURACY OF GOALS	CALLS UNIT HEAD	4	2	3	2	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO ENSURE ORDER FILLED	CHECKS SLIDES PRODUCED								
TO ENSURE ALL VISUALS PRESENT	CHECKS PICTURES AGAINST SCRIPT								
TO ENSURE COMPLETE AND CORRECT	LISTENS TO RECORDING	3	1	4	1	1	4	1	4
TO CHECK FOR ERRORS	PROOFREADS COPY	3	1	2	1	1	3	1	3
TO ENSURE CORRECT CATALOG NOTATIONS	READS COURSE MATERIALS	3	1	3	1	1	3	1	3
TO ENSURE COMPLETE	CHECKS COMPONENTS	3	1	2	1	1	2	1	2
TO ENSURE ALL TAKEN	CHECKS SHOT SEQUENCE	4	1	4	1	1	4	1	3
TO CHECK PROGRAM	READS PRINT-OUT	4	1	4	1	1	4	1	4

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D P T	R M L
TO ASSESS CORRELATION W. SCRIPT	EXAMINES DRAFT VISUALS	5	1	4 1 1	4 1 5
	SUPPORT - SUPPLY ACTIVITIES				
TO CHECK ACCURACY OF BEEPS	OPERATES TAPE RECORDER				
TO ASCERTAIN AUTHENTICITY OF VISUAL	LOCATES APPROP PICTURES IN BOOK	3	1	4 1 1	4 1 3
6.09 GETTING EVALUATIONS/REACTIONS					
	ORGANIZATION MANAGEMENT ACTIVITIES				
TO HAVE CONTENT VALIDATED	CHOOSES SUBJECT MATTER CONSULTANT	4	1	4 1 1	4 1 3
	PERSONNEL MANAGEMENT ACTIVITIES				
TO GET APPROVAL OF STORYBOARD	INTERVIEWS CLIENT	4	2	4 4 1	4 1 4
TO GET APPROVAL OF PRODUCTION	INTERVIEWS CLIENT	4	2	4 4 1	4 1 4
TO GET APPROVAL OF BASIC CONTENT	INTERVIEWS CLIENT	4	2	4 4 1	4 1 4
TO HAVE STUD EVAL TUTOR APPROACH	DISCUSSES WITH STUDENT	5	2	4 4 1	5 1 5
TO GET STUD VIEW OF TEST/OBJS	LISTENS TO STUDENT	5	4	4 3 1	5 1 5
	EVALUATION - SELECTION ACTIVITIES				
TO ELICIT STUDENT REACTION TO MATS.	DESIGNS EVALUATION SHEETS	5	1	4 1 1	5 1 5
	UTILIZATION ACTIVITIES				
TO OBTAIN DIRECTOR'S EVALUATION	DEMONSTRATES SCRATCH TAPE & SLIDES	4	5	3 2 2	4 1 4
TO OBTAIN WRITER'S EVALUATION	DEMONSTRATES SCRATCH TAPE & SLIDES	4	5	3 2 2	4 1 4
TO HAVE STUD EVAL LRNG ACTIV	EXPLAINS LRNG ACTIV EVAL FORM	5	4	4 4 1	5 1 5
	UTILIZATION DISSEMINATION ACTIVITIES				
TO OBTAIN REVIEW AND COMMENTS	SHOWS MATERIALS TO CLIENT	5	4	4 2 1	5 1 4
6.10 ASSESSMENT OF MEN					
	PERSONNEL MANAGEMENT ACTIVITIES				
TO NOTE IMPROVEMENTS IN TCHR BEHAV	OBSERVES TCHR BEHAVIOR	5	1	4 1 1	5 1 5
	RESEARCH - THEORY ACTIVITIES				
TO DETERMINE TEACHING EFFECTIVENESS	CODES STUDENT BEHAVIOR	5	1	4 1 1	4 1 4
	EVALUATION - SELECTION ACTIVITIES				
TO DETERMINE TRAINING EFFECTIVENESS	OBSERVES TEACHER BEHAVIOR	5	1	4 1 1	5 1 4
TO IDENTIFY IMPROVED TCHR BEHAV	COMPARES OLD FORM/NEW RESPS	5	1	4 1 1	5 1 5

6. EVALUATION-SELECTION OUTCOMES (CONTD)

6.11 ASSESSMENT OF MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PREVIEW PRESENTATION	SELECTS TIME AND DATE	3	1	3	1	1	3	1	3
TO DETERMINE MATERIALS NEEDS	READS MEMOS FROM TEACHERS	4	1	4	1	1	4	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO EVALUATE MATERIALS	CALLS TEACHERS IN ONE SCHOOL	4	2	4	2	1	4	1	4
TO EVALUATE MATER	CALLS STUDENTS/TEACHER IN A CLASS	4	2	4	2	1	4	1	4
TO DETERMINE APPLICATION/USE	ASKS QUESTIONS	4	4	4	4	1	4	1	4
TO CLARIFY MATERIALS NEEDS	DISCUSSES WITH STAFF	4	4	4	4	1	4	1	4
TO HAVE THEM PREVIEW OLD FILMS	REQUESTS CONTENT SPECIALISTS	4	2	3	2	1	3	1	3
TO EVALUATE MATERIALS AVAILABLE	DISCUSSES WITH TEACHER	4	4	4	4	1	4	1	3
TO EVALUATE SUCCESS OF COURSE	DISCUSSES W TEACHING PERSONNEL	4	4	4	4	1	4	1	4
TO DETERMINE IF OBJECTIVES ARE MET	ASKS STUDENTS QUESTIONS	5	4	4	4	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO REJECT POOR QUALITY ITEMS	ANALYZES TECHNICAL QUALITY	4	1	4	1	1	5	1	4
TO EVALUATE PHYSICAL CONDITION	PREVIEWS OLD FILMS	4	1	3	1	1	3	1	3
TO RECOMMEND DESTROYING OLD FILM	MAKES DECISION	4	1	4	1	1	4	1	3
TO EVALUATE QUALITY	ANALYZES PRODUCED VISUALS	4	1	4	1	1	4	1	3
TO EVALUATE PRESENTATION	PREVIEWS PRESENTATION	4	1	4	1	1	4	1	3
TO EVALUATE SOUND QUALITY	LISTENS TO TAPE	4	1	2	1	1	2	1	2
TO REJECT IRRELEVANT ITEMS	ANALYZES PRESENT CURRICULUM NEEDS	5	1	4	1	1	5	1	4
TO REJECT IRRELEVANT ITEMS	ANALYZES FUTURE CURRICULUM NEEDS	5	1	4	1	1	5	1	4
TO REJECT IRRELEVANT ITEMS	COMPARES WITH TEACHERS' NEEDS	5	1	4	1	1	5	1	4
TO ELIMINATE OBVIOUS REJECTS	COMBINES FACTORS	5	1	4	1	1	5	1	4
TO EVALUATE EFFECTIVENESS OF COURSE	DESIGNS EVALUATION FORMS	5	1	5	1	1	5	1	5
TO ASSESS LOGICAL DEVELOPMENT	ANALYZES PROGRAM	5	1	4	1	1	4	1	5
TO IMPROVE QUALITY OF MATERIAL	EVALUATES SLIDES AND TAPE	5	1	4	1	1	5	1	4
TO ACCEPT OR REJECT FILM	EVALUATES TAKE	5	1	5	1	1	5	1	5
TO SUGGEST IMPROVEMENTS IN FILM	OBSERVES RUN THROUGH	5	1	5	1	1	5	1	5
TO DO INITIAL SCREENING	VIEWS MATERIAL	5	1	4	1	1	5	1	5
	SUPPORT - SUPPLY ACTIVITIES								
TO PREVIEW FILM	OPERATES MOVIE PROJECTOR								
TO CHECK QUALITY OF RECORDING	PLAYS BACK VIDEOTAPE	4	6	4	1	2	4	1	2
	UTILIZATION ACTIVITIES								
TO EVALUATE EFFECTIVENESS OF MATS	TEACHES PILOT TEST	5	4	4	4	1	5	1	5
TO EVALUATE EFFECTIVESS OF MATS	TEACHES COURSE	5	4	4	4	1	5	1	5
TO EVAL PRESENTATION EFFECTIVENESS	OBSERVES NON-VERBAL BEHAV (BOREDOM)	5	1	4	1	1	5	1	5
TO EVAL PRESENTATION EFFECTIVENESS	OBSERVES DEGREE OF STUD INVOLVEMENT	5	1	4	1	1	5	1	5

6. EVALUATION-SELECTION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO EVAL PRESENTATION EFFECTIVENESS	ANALYZES QUESTION/ANSWERS	5	1	4	1	1	5	1	5
6.12 ASSESSMENT OF DEVICES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO EVALUATE EFFECTIVENESS	DISCUSSES HARDWARE SYSTEMS	5	4	4	2	1	4	1	4
	RESEARCH - THEORY ACTIVITIES								
TO RECOMMEND EQUIPMENT	PERFORMS COST ANALYSIS	5	1	4	1	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO DETERMINE PRODUCT COMPETITIVENESS	COMPARES UNIT PRODUCT COST	5	1	4	1	1	4	4	4
TO EVALUATE EFFECTIVENESS	OBSERVES HARDWARE SYSTEMS	5	1	5	1	1	5	1	4
TO ASSESS COMPATIBILITY	EVALUATES NEW EQUIPMENT	5	1	4	1	1	5	1	5
6.13 ASSESSMENT OF TECHNIQUES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO EVAL COMBINED ACTIVS	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5
TO EVAL SUGGESTED ACTIVS	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO EVALUATE PROGRAM EFFECTIVENESS	EVALUATES PILOT PERFORMANCE	5	1	4	1	1	4	1	4
TO EVALUATE EFFECTIVENESS OF PROG.	DESIGNS PRE AND POST TESTS	5	1	4	1	1	5	1	5
TO ASSESS METHODOLOGY USED	EVALUATES DRAFT PROGRAMS	5	1	4	1	1	5	1	4

7. SUPPORT-SUPPLY OUTCOMES		WI	S	D	P	T	R	M	L
7.01 MAINTENANCE OF EQUIPMENT/MATERIALS									
	RESEARCH - THEORY ACTIVITIES								
TO IDENTIFY EQUIP OPERATION PROBS	ANALYZES REPAIR HISTORY	4	1	4	1	1	4	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO CHECK FOR DAMAGE	INSPECTS RETURNED MATERIALS								
TO CHECK FOR DAMAGE	INSPECTS RETURNED EQUIPMENT								
	SUPPORT - SUPPLY ACTIVITIES								
TO KEEP IN WORKING ORDER	CLEANS LENSES ON PROJECTORS								
TO KEEP IN WORKING ORDER	CLEANS AV EQUIPMENT								
TO KEEP CLEAN	REPLACES JACKETS ON RECORDS								
TO CLEAN TIRE	RUBS TIRE WITH SWAB								
TO REMOVE DUST FROM PROJECTOR	OPERATES AIR COMPRESSOR								
TO MAINTAIN FILM INSPECTOR	CLEANS OFF POINTS AND ROLLERS								
TO PROTECT MATERIALS	PUTS PLASTIC JACKETS ON BOOKS								
TO MAINTAIN CONDITION	CLEANS AND DUSTS MATERIALS								
TO CLEAN HEADS ON VIDEOTAPE RECORDER	USES COTTON SWABS AND ALCOHOL								
TO MAINTAIN	CLEANS AND REFILLS PICKLE JAR								
TO MAINTAIN OFFSET MACHINE	REFILLS PRINTING SOLUTION								
TO MAINTAIN OFFSET MACHINE	CLEANS ROLLERS								
TO MAINTAIN ITEK MACHINE	REFILLS BATH SOLUTIONS								
TO KEEP CLEAN/ORGANIZED	CLEANS WORK AREA								
TO KEEP IN WORKING ORDER	DEMAGNETIZES HEADS ON RECORDERS								
TO CLEAN	SPRAYS CONTROLS IN CONSOLE								
TO KEEP IN WORKING ORDER	OILS AV EQUIPMENT								
TO CLEAN LENS	WIPES OFF LENS								
TO ENSURE GOOD WORKING ORDER	CLEANS LANGUAGE LAB EQUIPMENT								
TO MAINTAIN IN WORKING ORDER	CHANGES PROJECTOR BULBS & FUSES								
TO MAINTAIN IN WORKING ORDER	REPAIRS MINOR FLAWS IN LECTERN								
TO MAKE MACHINE OPERATIONAL	CHANGES TAPE IN CONSOLE								
TO KEEP IN WORKING ORDER	CLEANS HEADS ON EDEX CONSOLE								
TO RESTORE SYNCHRONIZATION	PRESSES BUTTON ON CONSOLE	3	3	2	1	1	3	1	2
TO ENSURE WORKING ORDER	MAINTAINS ELECTRICAL SYSTEMS	4	3	4	1	3	4	3	4
7.02 PICKING UP AND DELIVERY OF EQUIPMENT AND MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM OF MATERIALS NEEDED	MARKS LIST FOR PACKER								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO MOVE HEAVY EQUIPMENT	GIVES INSTRUCTIONS TO CUSTODIAN								

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO HAVE MATERIALS DELIVERED	CALLS CUSTODIAN								
TO REQUEST TABLE & SCREENS DELIVERY	CALLS SUPPLIES DEPARTMENT	3	2	2	2	1	3	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO TAKE TO CLASSROOM	SELECTS APPROPRIATE EQUIPMENT								
	SUPPORT - SUPPLY ACTIVITIES								
TO DELIVER TO LOCATION	LOADS VAN WITH EQUIPMENT								
TO DELIVER EQUIPMENT	UNLOADS TRUCK								
TO DELIVER EQUIPMENT	WHEELS TRUCK TO CLASSROOM								
TO LOCATE MATERIALS FOR DELIVERY	USES CHECKLIST								
TO PREPARE FOR DELIVERY	PLACES MATERIALS IN BOXES								
TO LOAD IN VAN	PICKS UP AND CARRIES BOXES								
TO PREPARE FOR DELIVERY	PACKS FILMSTRIPS IN MAILING TUBE								
TO DELIVER EQUIPMENT	WHEELS DOLLIES								
TO DELIVER TO CLASSROOM	CARRIES EQUIPMENT TO CLASSROOM								
TO DELIVER TO LOCATION	LOADS EQUIPMENT IN CAR								
TO DELIVER TO CONFERENCE ROOM	LOADS EQUIPMENT ON CART								
TO DELIVER TO CONFERENCE ROOM	PUSHES CART								
TO DELIVER TO CONFERENCE ROOM	UNLOADS EQUIPMENT								
TO DELIVER EQUIPMENT	LOADS VIDEOTAPE RECORDER IN VAN								
TO DELIVER TO LOCATION	LOADS MOTION PICTURE CAMERA IN VAN								
TO PREPARE FOR DELIVERY	PACKAGES PRINTED MATERIALS								
TO RETURN TO LIBRARY	PACKS FILMS IN BOX								
TO RETURN TO AV CENTER	PACKS UP EQUIPMENT								
TO AWAIT SHOWING	CARRIES FILM TO VIEWING ROOM								
TO DELIVER EQUIPMENT	DRIVES TO LOCATION	3	3	1	1	2	3	1	1
TO PICK UP DEFECTIVE EQUIPMENT	DRIVES CAR	3	3	2	1	2	2	1	2
TO DELIVER REPAIRED EQUIPMENT	DRIVES CAR	3	3	2	1	2	2	1	2

7.03 REPAIR OF EQUIPMENT

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO REQUEST REPAIR OF AUTOTUTOR	CALLS REPAIRMAN	3	2	3	2	1	3	1	3
TO HAVE EQUIPMENT REPAIRED	ASSIGNS WORK TO ASSISTANTS	4	4	4	5	1	4	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO REPLACE DEFECTIVE TUBES	SELECTS NEW TUBES								
TO ENSURE WORKING ORDER	TESTS PROJECTOR FAN								
	SUPPORT - SUPPLY ACTIVITIES								
TO TEST TUBES	USES TUBE TESTER								
TO RESTORE WORKING ORDER	REPLACES TUBE								
TO RESTORE WORKING ORDER	REPLACES NEEDLE								

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO CHECK TURNTABLE SPEED	USES STROBOSCOPIC DISC								
TO RESTORE OPERATING CONDITION	REMOVES STUCK COPIES IN COPIER								
TO RESTORE WORKING ORDER	CHANGES BULBS IN OVERHEAD PROJECTOR								
TO RESTORE WORKING ORDER	REPAIRS LECTERNS								
TO RESTORE WORKING ORDER	INSTALLS NEW PART								
TO RESTORE WORKING ORDER	REPLACES FUSE								
TO RESTORE WORKING ORDER	REPLACES TUBES								
TO TEST REPAIR	OPERATES PROJECTOR								
TO ENSURE WORKING ORDER	OPERATES RECORD PLAYER								
TO TEST REPORTED MALFUNCTION	OPERATES FILMSTRIP PROJECTOR								
TO RESTORE WORKING ORDER	PRESSES FILM GUIDE WHEEL								
TO TEST LENS FOR DIRT	OPERATES FILMSTRIP PROJECTOR								
TO RESTORE WORKING ORDER	REPLACES MINOR WIRING IN AUTOTUTOR	3	3	4	1	3	3	1	2
TO INSPECT ELECTRICAL SYSTEMS	USES TUBE TESTER	3	1	2	1	2	2	1	2
TO RESTORE WORKING ORDER	REPAIRS TV RECEIVERS	3	3	3	1	2	3	1	2
TO RESTORE WORKING ORDER	REPAIRS LANGUAGE LAB CONSOLE	4	3	4	1	3	4	1	1
TO RESTORE WORKING ORDER	REPAIRS ELECTRICAL SYSTEMS	4	3	4	1	3	4	3	4
TO RESTORE WORKING ORDER	REPAIRS CCTV STUDIO EQUIPMENT	4	3	4	1	3	4	3	3
TO RESTORE WORKING ORDER	REPAIRS FM TRANSMITTER	5	3	4	1	3	4	4	4

7.04 KEEPING OF REPAIR RECORDS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO KEEP RECORD OF REPAIR	WRITES DATA ON REPAIR FORM								
TO KEEP RECORD OF REPAIR	WRITES INFORMATION ON CARD								
TO RECORD DAMAGED MATERIALS	WRITES INFORMATION ON CARD								
TO KEEP WEEKLY RECORDS	LISTS EQUIPMENT REPAIRED WEEKLY								
TO KEEP DAILY RECORDS	LISTS EQUIPMENT REPAIRED DAILY								
TO RECORD PERIODIC MAINTENANCE	WRITES INFORMATION ON CARD								
TO MAINTAIN REPAIR HISTORY	WRITES INFORMATION ON EACH REPAIR	3	1	3	1	1	3	1	2

7.05 REPAIR AND INSPECTION OF MATERIALS

		WI	S	D	P	T	R	M	L
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE FOR INSPECTION	CARRIES FILMS TO WORK AREA								
TO INSPECT AND REPAIR FILM	OPERATES HARWALD FILM INSPECTOR								
TO CHECK FOR DAMAGE	INSPECTS RETURNED MATERIALS								
TO KEEP FROM CIRCULATION	REMOVES DAMAGED MATERIALS								
TO CHECK FOR BREAKAGES	VISUALLY INSPECTS TAPES								

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

7.06 KEEPING OF EQUIPMENT INVENTORY

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PREPARE INVENTORY CARD	COPIES INFORMATION ON CARD								
TO MAIL TO LIBRARY	COPIES INFO ON ORDER FORM								
TO COMPILE NEW EQUIPMENT INVENTORY	LISTS EQUIPMENT RECEIVED								
TO LIST EQUIPMENT HOLDINGS	COPIES INFO FROM SCHEDULE CARDS								
TO CHECK ACCURACY OF INVENTORY	COMPARES HOLDINGS WITH INVENTORY								
TO LIST INVENTORY OF HOLDINGS	OPERATES TYPEWRITER								
TO LIST EQUIPMENT & MATERIALS	COPIES FROM INVENTORY	3	1	3	1	1	3	1	2

7.07 LABELLING OF EQUIPMENT AND MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO IDENTIFY MACHINE	COPIES INFORMATION FROM FILE CARD								
TO HAVE RECORD OF MACHINE	FILES CARD IN EQUIPMENT FILE								
	SUPPORT - SUPPLY ACTIVITIES								
TO ENSURE IDENTIFICATION	REPLACES LABELS ON EQUIPMENT								
TO IDENTIFY	STENCILS LABEL ON EQUIPMENT								
TO IDENTIFY MATERIALS	STAMPS OWNERSHIP MARK ON MATERIALS								
TO IDENTIFY MACHINE	TIES TAG ON MACHINE								
TO IDENTIFY	AFFIXES CODE NUMBER ON CHART								
TO KEEP RECORD	ASSIGNS CODE NUMBER TO CHART								
TO IDENTIFY THEM	LABELS KITS OF MATERIALS								
TO IDENTIFY MATERIALS	ASSIGNS CODE FROM ACCESSION LIST								
TO IDENTIFY FOR FUTURE USE	LABELS CARTRIDGES								
TO IDENTIFY BOXES	PUTS LABEL ON BOXES								

7.08 STORAGE OF EQUIPMENT AND MATERIALS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO IDENTIFY LOCATION OF MATERIALS	WRITES SHELF LIST CARDS								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE OLD FILM DESTROYED	GIVES INSTRUCTIONS	4	2	3	2	1	3	1	3
TO STORE EQUIP/MATS	SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO REMOVE OUT OF DATE MATERIALS	ANALYZES EXTANT TEACHING AIDS	4	1	4	1	1	4	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO STORE FOR FUTURE USE	PLACES INSPECTED FILMS ON SHELVES								

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	DPT	RML
TO STORE EQUIPMENT	CARRIES EQUIPMENT TO ROOM				
TO RETURN TO STORAGE	UNPACKS RETURNED FILMSTRIPS				
TO PREPARE FOR SHELVING	SORTS MATERIALS				
TO STORE FOR NEXT USE	PLACES MATERIALS ON SHELVES				
TO STORE FOR NEXT USE	STORES TAPES ON RACK				
TO STORE FOR FUTURE USE	PLACES TAPE CARTRIDGES ON SHELF				
TO STORE FOR NEXT USE	CARRIES TAPES TO STORAGE				
TO STORE FOR FUTURE USE	REPLACES EQUIPMENT ON SHELVES				
TO STORE TAPE	UNLOADS AUTOTUTOR MACHINE				
TO STORE BOXES	CARRIES BOXES TO STORE ROOM				
7.09 COLLATING OF MATERIALS					
	SUPPORT - SUPPLY ACTIVITIES				
TO PREPARE FOR COLLATING	BUNDLES PRINTED MATERIALS				
TO PREPARE TO COLLATE	PUTS MATERIALS IN PILES	3	3	2 1 1	2 1 2
TO COLLATE MATERIALS	SELECTS ONE ITEM FROM EACH PILE	3	1	2 1 1	2 1 2
7.10 VERIFICATION OF ORDERS/LISTS					
	ORGANIZATION MANAGEMENT ACTIVITIES				
TO RECOMMEND VERIFYING COURSE CARD	WRITES PROPOSAL	4	1	4 1 1	4 1 4
	PERSONNEL MANAGEMENT ACTIVITIES				
TO ASCERTAIN CORRECT TITLE	CALLS PRODUCER	4	2	3 2 1	3 1 3
	EVALUATION - SELECTION ACTIVITIES				
TO ENSURE CORRECT	CHECKS CATALOG NOTATION	3	1	3 1 1	3 1 3
	SUPPORT - SUPPLY ACTIVITIES				
TO ENSURE ORDER IS CORRECT	COMPARES EQUIP WITH PURCHASE ORDER				
TO CHECK ACCURACY	COMPARES LIST WITH PAST LIST				
TO VERIFY CITATION OF FILM	READS CATALOG				
TO ENSURE ACCURACY	CHECKS NAME AND NUMBER OF FILM				
TO ENSURE ACCURACY OF ORDER	CHECKS RECEIVED FILM TITLE				
TO IDENTIFY CORRECT ASSIGNMENT	CHECKS STUDENT SCHEDULE				
TO CHECK ACCURACY OF FILM NOTATION	USES REFERENCE BOOKS	3	1	3 1 1	3 1 4

7. SUPPORT-SUPPLY OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
7.11 PROJECTION OF OVERHEADS									
	SUPPORT - SUPPLY ACTIVITIES								
TO SHOW VISUALS	OPERATES REAR SCREEN OVERHEAD								
TO PROVIDE ILLUSTRATIONS	CHANGES VISUALS ON APPROP. OVERHEAD								
TO CHANGE OVERHEADS ON CUE	READS SCRIPT								
7.12 PROJECTIONS OF MOVIES									
	SUPPORT - SUPPLY ACTIVITIES								
TO READY FOR SHOWING	THREADS MOVIE PROJECTOR								
TO SHOW FILM	OPERATES MOVIE PROJECTOR								
7.13 COMPILING OF FILES/CHECKLISTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO COMPILE MATERIALS FILE	FILES REFERENCES BY SUBJECT AREA	3	1	3	1	1	3	1	3
	PRODUCTION ACTIVITIES								
TO PROVIDE BRIEFING GUIDELINES	WRITES BRIEFING GUIDE	5	1	4	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO COMPILE LIBRARY OF MATERIALS	SELECTS ARTICLES ON AV	5	1	4	1	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO DESIGN READINESS CHECKLIST	ANALYZES CRUCIAL OPERATING FACTORS	5	1	4	1	1	5	1	4
TO LIST CRUCIAL OPERATING FACTORS	LISTS EQUIP OPERATION PROBLEMS	5	1	4	1	1	4	1	4
TO LIST RELATED MATERIALS	ANALYZES CATALOGS AND FILES	5	1	3	1	1	4	1	4
7.14 TRANSMISSION OF VIDEOTAPES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENSURE SPECS ARE MET	OBSERVES BUILDERS AT WORK	5	4	4	5	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO TRANSMIT PROGRAMS FROM NETWORK	OPERATES VIDEOTAPE RECORDER								
TO ARRANGE FOR CCTV BROADCAST	SCHEDULES TIME AND DATE								
TO READY FOR PLAYBACK	PREPARES VTR SET UP	3	3	3	1	2	3	1	2
TO PLAYBACK RECORDING	OPERATES VTR	3	3	3	1	2	3	1	2

7. SUPPORT-SUPPLY OUTCOMES (CONTD)		WI	S	D	P	T	R	M	L
7.15 PLAYBACK OF AUDIOTAPES									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PLAY BACK AUDIOTAPE	SCHEDULES PREVIEW SESSION	3	1	3	1	1	3	1	2
	EVALUATION - SELECTION ACTIVITIES								
TO ENSURE ADEQUATE SOUND	CHECKS AUDIO LEVEL	3	1	3	1	1	3	1	2
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE FOR PLAYBACK	SETS UP TAPE RECORDER								
TO PLAY INSTRUCTIONAL TAPES	OPERATES TAPE RECORDER	3	3	3	1	2	3	1	3
7.16 PROJECTION OF SLIDES									
	EVALUATION - SELECTION ACTIVITIES								
TO PREPARE TO PROJECT SLIDES	CHECKS IMAGE SIZE AND CLARITY								
TO DETERMINE SIZE OF IMAGE & LENSES	ANALYZES PHYSICAL FACILITIES	4	1	4	1	1	4	4	4
TO DETERMINE PROJECTOR PLACEMENT	ANALYZES PHYSICAL FACILITIES	4	1	4	1	1	4	4	4
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE TO PROJECT SLIDES	SETS UP SLIDE PROJECTORS								
7.17 DISTRIBUTION/CIRCULATION OF MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO IDENTIFY MATERIALS NEEDED	READS DAILY SCHEDULE								
TO PROVIDE NEEDED AUDIO & VISUALS	COORDINATES MATERIALS PROCUREMENT	4	1	3	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO SHIP MATERIALS TO SCHOOLS	GIVES INSTRUCTIONS TO ASSISTANT								
TO REDISTRIBUTE EQUIP/MATS	SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE FOR CIRCULATION	PASTES DATE-DUE SLIPS IN BOOKS								
TO PREPARE FOR DISTRIBUTION	SETS UP CIRCULATION DESK DAILY								
TO PREPARE FOR DISTRIBUTION	PRESTAMPS DATE DUE CARDS								
TO ASSIGN FILM TO REQUESTOR	MATCHES FILMS WITH ORDER SLIPS								
TO DETERMINE IF MATERIALS AVAILABLE	CHECKS LIST								
TO ASSIST REQUESTOR	LOCATES REQUESTED MATERIAL								
TO IMPROVE CIRCULATION	PLANS NEW ROUTING LIST	4	1	4	1	1	4	1	3

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

7.18 STANDARDIZATION OF DEFINITIONS/REFERENCES

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO IMPROVE RECORD KEEPING	DESIGNS NEW FORMS	4	1	4	1	1	4	1	3
TO STANDARDIZE DEFINITIONS	LISTS RECOMMENDED DEFINITIONS	4	1	3	1	1	3	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO RECOMMEND STANDARD DEFINITIONS	DISCUSSES WITH MANAGEMENT	4	4	4	3	1	4	1	4
TO IDENTIFY NEW CATALOGING TECHS.	DISCUSSES W. SALESMEN	4	2	4	2	1	4	1	4
	EVALUATION - SELECTION ACTIVITIES								
TO RECOMMEND STANDARD DEFINITIONS	ANALYZES EQUIP STANDARDS HANDBOOK	4	1	4	1	1	4	1	4
TO DESIGN AUTOMATED SYSTEM	EVALUATES USE OF MICROFICHE	4	1	4	1	1	4	1	4
TO DESIGN AUTOMATED SYSTEM	EVALUATES USE OF MICROFILM	4	1	4	1	1	4	1	4

7.19 SCHEDULING OF MATERIALS/EQUIPMENT/FACILITIES

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO KEEP RECORD	FILES COPY OF SCHEDULE CARD								
TO RECORD OPERATION NEEDED	WRITES WORK ORDER								
TO KEEP RECORD OF ASSIGNMENT	SCHEDULES TIME AND DATE								
TO RECORD DATE NEEDED	WRITES DATE SCHEDULED								
TO RESERVE MATERIALS	WRITES REQUESTOR'S NAME								
TO SCHEDULE CONFERENCE ROOMS	WRITES IN TIME CHART								
TO RESERVE PROJECTIONIST	COPIES INFORMATION TO WORKSHEET								
TO HAVE RECORD OF OPERATION	FILES COPY OF WORK ORDER								
TO RESERVE FOR TAPING	SCHEDULES STUDIO								
TO RESERVE FOR COURSE	SCHEDULES CLASSROOMS.	3	1	3	1	1	3	1	2
	PERSONNEL MANAGEMENT ACTIVITIES								
TO SCHEDULE PREVIEW TIME	DISCUSSES WITH REQUESTOR								
TO GET INFO ON MATS NEEDS	TALKS WITH REQUESTOR								
TO SCHEDULE CONFERENCE ROOMS	CALLS ROOM COORDINATOR								
TO ARRANGE FOR STUDENT SESSION	CALLS TUTOR	3	2	3	2	1	3	1	4
TO SCHEDULE TIME FOR RECORDING	CALLS SOUND STUDIO	3	2	3	2	1	3	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO RECORD DATE NEEDED	LOCATES SCHEDULE CARD								
TO RESERVE MATERIALS	CHOOSES ALTERNATE DATE								
TO DETERMINE IF MATERIALS AVAILABLE	CHECKS SCHEDULE BOOK								
TO RESERVE FOR FIELD TRIP	SCHEDULES BUS AND DRIVER								
TO CHECK IF READY FOR STUDENT	CHECKS MATERS FOR LRNG ACTIV	3	1	3	1	1	3	1	4
TO IMPROVE SCHEDULING	PLANS NEW SCHEDULING SYSTEM	4	1	4	1	1	4	1	3

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
7.20 TRACING OF OVERDUE/MISSING MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM OF OVERDUE MATERIALS	WRITES CARDS TO DELIQUENTS								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO INFORM OF MISSING ITEM	CALLS LAST USER								
TO INITIATE SEARCH FOR FILM	TALKS WITH STAFF								
	SUPPORT - SUPPLY ACTIVITIES								
TO ASCERTAIN MISSING ITEM	COMPARES SCHEDULE CARD WITH STOCK								
TO WRITE OVERDUE NOTICES	REVIEWS CIRCULATION RECORDS								
TO RETURN TO DISTRIBUTOR	TRACES LOST FILM								
7.21 PREPARATION FOR UTILIZATION OF FACILITIES/EQUIPMENT									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PREPARE FOR OPERATION OF LAB	COPIES DIRECTIONS ON BLACKBOARD								
TO VIEW PHYSICAL FACILITIES	VISITS PRESENTATION LOCATION	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENTIFY PROGRAM NEEDED	DISCUSSES WITH INSTRUCTOR	3	2	2	2	1	2	1	2
TO CLARIFY PRESENTATION DETAILS	DISCUSSES WITH PRESENTOR	4	4	4	1	1	4	1	4
TO DETERMINE ROOM SIZE & CHARACTER	DISCUSSES WITH PROMOTOR	5	4	4	4	1	5	1	4
	DESIGN ACTIVITIES								
TO ASSIST PROJECTIONIST & SPEAKER	DESIGNS CUE SHEET	3	1	3	1	1	3	1	3
	EVALUATION - SELECTION ACTIVITIES								
TO PLAN VTR SET UP	SURVEYS ROOM	3	1	3	1	1	3	1	1
TO PREPARE FOR EVALUATION SESSIONS	ORGANIZES MATERIALS IN GROUPS	4	1	3	1	1	4	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE PREVIEW ROOM	ARRANGES CHAIRS								
TO PREPARE FOR OPERATION OF LAB	LOCATES AUDIO TAPE CARTRIDGES								
TO PREPARE FOR OPERATION OF LAB	LOADS CARTRIDGES IN CONSOLE								
TO PREPARE FOR CONFERENCE SESSION	SETS UP APPROPRIATE EQUIPMENT								
TO PREPARE FOR CONFERENCE SESSION	ARRANGES FURNITURE								
TO PREPARE FOR USE	LOADS AUTOTUTOR MACHINE								
TO PREPARE FOR USE	MOVES COUNTER DIAL TO FRAME								
TO PREPARE FOR STUDENT USE	LAYS OUT INKS AND FILM IN LAB								
TO PREPARE FOR STUDENT USE	TURNS ON DRYMOUNT PRESS								
TO PREPARE FOR INSTRUCTOR	SETS UP EDEX CONSOLE	3	3	2	1	2	2	1	2

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

7.22 KEEPING OF DISTRIBUTION RECORDS

		WI	S	DPT	RML
	ORGANIZATION MANAGEMENT ACTIVITIES				
TO HAVE RECORD OF LOAN	FILES CARDS BY DATE DUE				
TO KEEP RECORD OF DISTRIB	WRITES NUMBER OF FILM ON LOG				
TO RECORD CONFIRMATION	WRITES CONFIRMATION DATA ON CARD				
TO RECORD REQUEST	WRITES INFO ON FILE CARD				
TO COMPILE MONTHLY LOG	LISTS PROGRAMS RECORDED				
TO HAVE WEEKLY RECORD	MARKS WEEKLY TAG OF MATS LOANED				
TO REPLACE DAMAGED CARD	COPIES INFORMATION TO NEW CARD				
TO PREPARE CHARGE OUT CARDS	COPIES DATA TO CHARGE OUT CARD				
TO COMPILE DAILY REPORT	CALCULATES USED CHECK OUT CARDS				
TO KEEP RECORD	FILES CHECK OUT CARDS				
TO KEEP RECORD	LISTS OVERDUE MATERIALS				
TO RECORD REQUEST	WRITES TITLE AND REQUESTOR				
TO KEEP RECORD OF CONFIRMATION	FILES SLIPS IN DATE FILE				
	SUPPORT - SUPPLY ACTIVITIES				
TO RECORD ITEMS RETURNED	CHECKS SCHEDULE CARD				
TO HAVE RECORD OF LOAN	LOGS OUT MATERIALS AND EQUIPMENT				
TO HAVE RECORD OF RETURN	LOGS IN RETURNED MATS. & EQUIP.				
TO MAKE COPIES OF MESSAGES RECEIVED	OPERATES XEROX				

7.23 CATALOGING OF MATERIALS

		WI	S	DPT	RML
	ORGANIZATION MANAGEMENT ACTIVITIES				
TO UPDATE CATALOG	WRITES DATA IN CATALOG				
TO KEEP RECORDS	FILES CATALOG CARDS				
TO UPDATE CATALOG	LISTS NEW MATERIALS IN CATALOG				
	PRODUCTION ACTIVITIES				
TO CATALOG FILM	WRITES SHORT DESCRIPTION OF FILM	4	1	4 1 1	4 1 4
	EVALUATION - SELECTION ACTIVITIES				
TO WRITE CATALOG DESCRIPTION	PREVIEWS FILM	4	1	4 1 1	4 1 4
TO WRITE CATALOG DESCRIPTION	READS REVIEW OF MATERIALS	4	1	4 1 1	4 1 5
TO DESIGN AUTOMATED SYSTEM	ANALYZES ENGINEERING DEMANDS	5	1	4 1 1	5 1 4
	SUPPORT - SUPPLY ACTIVITIES				
TO DETERMINE IF ALREADY CATALOGUED	COMPARES TITLE WITH CATALOG				
TO PREPARE TO CATALOG	DETERMINES STANDARD NOTATION				
TO IDENTIFY THEM	ASSIGNS SUBJECT HEADING TO MATS	3	1	2 1 1	2 1 3
TO CATALOG NEW MATERIALS	ASSIGNS SEQUENTIAL CONTROL NUMBER	3	1	3 1 1	4 1 3

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO CLASSIFY MATERIALS	ASSIGNS SUBJECT HEADINGS	3	1	2	1	1	2	1	3
TO KEEP CATALOG FILES CURRENT	REMOVES OUT OF DATE CARDS	3	1	3	1	1	3	1	2
TO CATALOG TO LOCAL NEEDS	ADAPTS COMMERCIAL CATALOG CARDS	3	1	3	1	1	3	1	3
TO CROSS INDEX MATERIALS	CHECKS CLASSIFICATION LIST	5	1	4	1	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO CLASSIFY MATERIALS	READS NEW MATERIALS	3	1	3	1	1	3	1	3
TO CROSS INDEX MATERIALS	READS REVIEW OF MATERIALS	4	1	4	1	1	4	1	5
TO CLASSIFY MATS IN CURRIC AREAS	READS CURRICULUM GUIDES	5	1	4	1	1	5	1	4
7.24 OPERATION OF COMPUTER TERMINAL									
	SUPPORT - SUPPLY ACTIVITIES								
TO PRINT OUT TUTORIAL STRATEGY	OPERATES COMPUTER TERMINAL								
TO LIST MESSAGES RECEIVED	OPERATES COMPUTER TERMINAL								
TO MAKE PROGRAM TAPES	OPERATES COMPUTER TERMINAL								
TO UNSAVE OLD PROGRAMS	OPERATES COMPUTER TERMINAL								
7.25 INSTALLATION OF EQUIPMENT									
	PRODUCTION ACTIVITIES								
TO EQUIP CCTV STUDIO	BUILDS SOUND PROOF CEILING	3	3	2	1	2	3	3	2
TO EQUIP CCTV STUDIO	HOOKS UP EQUIPMENT	5	6	4	1	3	4	3	4
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE FOR INSTALLATION	UNPACKS EQUIPMENT								
TO PREPARE TO TEST	HOOKS UP EACH COMPONENT	3	3	2	1	2	2	1	1
TO DETERMINE EQUIPMENT LAYOUT	READS PHYSICAL SCHEMATIC	3	1	3	1	1	3	1	3
TO DETERMINE LOCATION FOR COMPONENTS	EXAMINES FLOOR PLAN	3	1	3	1	1	3	1	2
TO INSTALL	HOOKS UP COMPONENTS	3	3	3	1	2	3	1	2
TO INSTALL	WIRES COMPONENTS TOGETHER	3	3	3	1	2	3	1	2
TO DETERMINE ELECTRICAL LAYOUT	READS WIRING DIAGRAMS	4	1	3	1	1	3	1	3
TO DETERMINE CONTENTS AND NUMBER	READS SPECIFICATIONS	4	1	3	1	1	3	1	3
7.26 KEEPING TRANSMISSION RECORDS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO AMEND PROGRAM SCHEDULE	WRITES IN CORRECTIONS								
	SUPPORT - SUPPLY ACTIVITIES								
TO HAVE RECORD OF RECORDING	WRITES NAME OF PROGRAM								

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

7.27 PREPARATION FOR MULTIMEDIA PRESENTATION

	SUPPORT - SUPPLY ACTIVITIES	WI	S	D	P	T	R	M	L
TO PREPARE FOR PRESENTATION	STANDS UP SCREENS								
TO PREPARE FOR PRESENTATION	PLACES TABLES IN POSITION								
TO PREPARE FOR PRESENTATION	TAPES EXTENSION CORDS TO FLOOR								
TO PREPARE FOR PRESENTATION	TESTS CONTROL DEVICE								
TO PREPARE FOR MULTISCREEN PRES.	SETS UP EQUIPMENT	3	3	2	1	3	3	1	2
TO PREPARE FOR PRESENTATION	SETS UP CONTROL DEVICE	3	3	2	1	2	2	1	2
TO DETERMINE PLACEMENT OF AUDIENCE	ANALYZES PHYSICAL FACILITIES	4	1	4	1	1	4	4	4
TO CHECK FOR TECHNICAL ACCURACY	RUNS THROUGH PRESENTATION	4	1	4	1	1	4	1	4

7.28 ORDERING OF FILMS/MATERIALS/EQUIPMENT

	ORGANIZATION MANAGEMENT ACTIVITIES	WI	S	D	P	T	R	M	L
TO ORDER FILMS	MAILS ORDER SHEETS								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ARRANGE TIME FOR LEARNING ACTIV	DISCUSSES WITH STUDENT	3	2	3	2	1	3	1	4
TO ARRANGE FOR HUMAN COMP OF LA	CALLS PEOPLE--TEACHER/STUDENTS	3	2	3	2	1	3	1	4
TO SCHEDULE MATERIAL COMP OF LA	CALLS INST MATER CENTER	3	2	3	2	1	3	1	4
TO OBTAIN MISSING COMPONENTS	CALLS PEOPLE/MATER CTR	3	2	3	2	1	3	1	4
TO OBTAIN SAMPLE COMPONENTS	SPEAKS TO PRODUCER	3	2	3	2	1	3	1	3
TO OBTAIN COMPLETE MATERIALS	CALLS PRODUCER	3	2	3	2	1	3	1	3
TO REQUEST EQUIP DELIVERY & SET UP	CALLS EQUIPMENT SUPPLIER	3	2	2	2	1	3	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO PROJECT EQUIPMENT NEEDS	ANALYZES USAGE FIGURES	3	1	4	1	1	4	1	3
TO PLAN EQUIPMENT ACQUISITION	ANALYZES EQUIPMENT NEEDS	4	1	4	1	1	4	1	4

7.29 LOCATION OF MATERIALS

	SUPPORT - SUPPLY ACTIVITIES	WI	S	D	P	T	R	M	L
TO FACILITATE LOCATION	CROSS INDEXES MATERIALS	3	1	3	1	1	3	1	3
TO SELECT REFERENCES	ANALYZES MATERIALS FILE	4	1	4	1	1	4	1	3
TO LOCATE APPROPRIATE MATERIALS	RESEARCHES PERSONAL FILES	5	1	4	1	1	5	1	4

7.30 ORDERING OF REPLACEMENT MATERIALS

	ORGANIZATION MANAGEMENT ACTIVITIES
TO REQUEST REPLACEMENTS	LISTS MISSING EQUIPMENT
TO PREPARE REPLACEMENT LIST	LISTS MISSING ITEMS
TO REQUEST REPLACEMENT ITEMS	WRITES TO CENTRAL OFFICE

7. SUPPORT-SUPPLY OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO ORDER SPARE PARTS	WRITES ORDER FORMS	3	1	2	1	1	2	1	2
	PERSONNEL MANAGEMENT ACTIVITIES								
TO REQUEST REPLACEMENT MATERIALS	CALLS PRODUCERS	4	4	3	2	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO ENSURE ADEQUATE SUPPLIES	OBSERVES STOCK OF PAPER								
TO STOCK REPAIR SERVICE	ESTIMATES SPARE PARTS NEEDED	4	1	4	1	1	4	1	4

7.31 PACKING OF MATERIALS

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENSURE PRODUCT SHIPPED SAFELY	OBSERVES PACKERS	4	4	4	2	1	4	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO PACK BOXES	PLACES COLLATED MATERIALS IN BOX								
TO SEAL BOXES	PUTS TAPE ON BOXES								
TO DETERMINE BOXING CONFIGURATION	STACKS UP COMPONENTS	3	3	2	1	2	3	1	2
TO DETERMINE SIZE OF BOX	MEASURES COMPONENTS	3	3	2	1	1	3	2	2

7.32 TRANSMISSION OF RADIO BROADCASTS

	PRODUCTION ACTIVITIES
TO ANNOUNCE STATION IDENTIFICATION	READS ALOUD
TO MAKE RADIO ANNOUNCEMENTS	READS ALOUD
	EVALUATION - SELECTION ACTIVITIES
TO MONITOR BROADCAST SIGNAL	OBSERVES AUDIO METERS
	SUPPORT - SUPPLY ACTIVITIES
TO SWITCH PROGRAM SOURCES	OPERATES BROADCAST CONSOLE
TO PREPARE TO BROADCAST	ARRANGES TAPES IN RACK

8. UTILIZATION OUTCOMES

8.01 DIAGNOSIS OF LEARNING PROBLEMS/STYLE/OBJECTIVES/INTEREST

PERSONNEL MANAGEMENT ACTIVITIES

		WI	S	D	P	T	R	M	L
TO IDENT GRP EXPECTATIONS FOR PRES	DISCUSSES WITH STUDENTS	5	2	4	4	1	5	1	5
TO ASCERTAIN IF PROBLEM	DISCUSSES WITH STUDENT	5	2	4	3	1	5	1	5
TO UNDERSTAND PROBLEM	LISTENS TO STUDENT	5	2	4	3	1	5	1	5
TO IDENT CURRENT PEER/FAMILY RELATS	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5
TO UNDERSTAND PARENT CONCERNS	LISTENS TO PARENT	5	2	4	3	1	5	1	5
TO POINT OUT STUDENT CONCERNS	DISCUSSES WITH PARENT/STUDENT	5	2	4	4	1	5	1	5
TO RESOLVE POSSIBLE CONFLICT	DISCUSSES DIFFS W PARENT/STUDENT	5	4	4	7	1	5	1	5
TO IDENTIFY INTEREST AND TALENT	PROBES STUDENT	5	2	4	3	1	5	1	4
TO IDENTIFY INTEREST AND TALENT	CONVERSES WITH STUDENT	5	2	4	3	1	5	1	4
TO REVIEW PAST LRNG & PROBS IN AREA	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	4
TO IDENT IMPLIC OF PAST FOR PRES	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	5
TO EXPLAIN IDEA OF LRNG PREFERENCE	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	5
TO IDENT PROBS W CURRENT LRNG ACT	LISTENS TO STUDENT FEEDBACK	5	4	4	2	1	5	1	5
TO IDENT STUD LRNG PREFERENCE	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5

UTILIZATION ACTIVITIES

		WI	S	D	P	T	R	M	L
TO COLLECT BASE LEVEL DATA ON OBJ	ADMINISTERS PRE-TEST	4	4	4	2	1	4	1	4
TO TEST STUDENT LEARNING STYLE	ADMINISTERS TESTS TO STUDENT	4	4	4	2	1	4	1	4
TO IDENTIFY NEED FOR TUTORIAL HELP	ANALYZES MISTAKES	5	1	4	1	1	5	1	4
TO IDENT PROBS IN HANDLING MATERS	OBSERVES STUDENTS USING MATERS	5	4	4	2	1	5	1	4
TO IDENT PROBS IN UNDERSTANDING	OBSERVES STUDENTS USING MATERS	5	4	4	2	1	5	1	4
TO IDENT PROBS IN PERF ACTIVS	OBSERVES STUDENTS USING MATERS	5	4	4	2	1	5	1	4
TO GATHER DATA FOR OBSERVATIONS	OBSERVES GROUP LEARNING PROCESS	5	1	4	1	1	5	1	5
TO EVALUATE RESOURCE UTILIZATION	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO EVALUATE INTERPERSONAL RELATIONS	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO EVAL AGREEMENT ON COMMON GOAL	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO EVAL PROBLEM SOLVING PROCESS	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO EVAL AMOUNT/TYPE OF AFFECT	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO EVAL SUCCESS IN WORKING TO GOAL	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5
TO IDENT WHAT STUD DOES UNDERSTAND	QUESTIONS STUDENTS	5	4	4	4	1	5	1	5
TO IDENT PARAMETERS OF LRNG PROB	QUESTIONS STUDENTS	5	4	4	4	1	5	1	5
TO PROBE UNDERSTANDINGS/PROBLEMS	ASKS STUDENTS QUESTIONS	5	4	4	4	1	5	1	5
TO RESOLVE POSSIBLE CONFLICT	ANALYZES PARENT/STUDENT DIFFERENCES	5	1	4	1	1	5	1	5
TO IDENTIFY INTEREST AND TALENT	MAKES SUGGESTIONS TO STUDENT	5	2	4	4	1	5	1	5
TO NARROW INTER BASED ON PAST/PRES	ANALYZES WITH STUDENT	5	4	4	4	1	5	1	5
TO NARROW BROAD OBJECTIVES	ANALYZES WITH STUDENT	5	4	4	4	1	5	1	5
TO SELECT OBJS OF IMMED INTER	EVALUATES BEHAVIORAL OBJS W STUDENT	5	4	4	4	1	5	1	5
TO EXPLAIN HIS LEARNING STYLE	INSTRUCTS STUDENT	5	4	4	4	1	5	1	5
TO PROBE PROBLEMS/UNDERSTANDINGS	ASKS STUDENTS QUESTIONS	5	2	4	3	1	5	1	5
TO EVAL SUPPORTIVENESS OF MEMBERS	ANALYZES GROUP PROCESS	5	1	4	1	1	5	1	5

8. UTILIZATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	UTILIZATION DISSEMINATION ACTIVITIES								
TO IDENT SIMILAR PAST LRNG PROBS	READS STUDENT RECORDS	5	1	4	1	1	5	1	5
TO IDENT PAST LRNG SUCCESSES	READS STUDENT RECORDS	5	1	4	1	1	5	1	5
TO IDENT LEARNING STYLE	READS STUDENT RECORDS	5	1	4	1	1	5	1	5
TO IDENT AFFECTIVE FACTORS	READS STUDENT RECORDS	5	1	4	1	1	5	1	5
TO IDENTIFY RELATIVE EDUC ACHIEVE	READS STUDENT RECORDS	5	1	4	1	1	5	1	4
TO IDENT SOCIAL/ETHNIC DIFFERENCE	READS STUDENT RECORDS	5	1	4	1	1	5	1	4
TO IDENTIFY INTEREST/ATTITUDE	READS STUDENT RECORDS	5	1	4	1	1	5	1	4
TO IDENTIFY PAST LEARNING IN AREA	READS STUDENT RECORDS	5	1	4	1	1	5	1	4
TO IDENT LRNG DIFFICULTIES IN AREA	READS STUDENT RECORDS	5	1	4	1	1	5	1	4
TO ANALYZE STUDENT LEARNING STYLE	READS TEST RESULTS	5	1	4	1	1	5	1	4
8.02 IDENTIFICATION/ARRANGEMENT OF LEARNING STRATEGIES									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENT STUD IDEAS FOR LRNG ACTIV	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5
TO RECOMMEND TUTOR TO SOLVE PROB	DISCUSSES WITH STUDENT	5	2	4	3	1	5	1	5
	UTILIZATION ACTIVITIES								
TO GENERATE NEW SETS OF ACTIVS	COMBINES DIFFERENT ACTIVS	5	1	5	1	1	5	1	5
TO PRESCRIBE REMEDIAL LRNG ACTIVS	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO SUGGEST RECYCLE THROUGH PROCESS	SPEAKS TO STUDENT	5	2	4	4	1	5	1	5
TO DEVELOP LEARNING SEQ FOR OBJ	ANALYZES WITH STUDENT	5	4	4	4	1	5	1	5
TO IDENT HUMAN/MEDIA MIX	ANALYZES LEARNING ACTIVS	5	1	4	1	1	5	1	5
TO IDENT INDIV/GROUP MIX	ANALYZES LEARNING ACTIVS	5	1	4	1	1	5	1	5
TO IDENTIFY MATCHES	COMPARES ACTIVS/LEARNING STYLE	5	1	4	1	1	5	1	5
TO ASCERTAIN OBJS AND ACTIVS	SPEAKS TO STUDS PERF LRNG ACTIVS	5	2	4	3	1	5	1	5
TO ASCERTAIN POSSIB ROLE FOR SELF	SPEAKS TO STUDS PERF LRNG ACTIVS	5	2	4	3	1	5	1	5
8.03 PREPARATION FOR LEARNING ACTIVITIES									
	SUPPORT - SUPPLY ACTIVITIES								
TO PREPARE FOR STUDENT USE	READIES MATS AND EQUIPMENT IN LAB								
TO BE AVAILABLE TO STUDENTS	TRAVELS TO SCHOOL	4	6	3	1	2	3	1	4
8.04 FACILITATION OF STUDENT LEARNING									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ASSIST WITH PROBLEMS	TALKS WITH STUDENT	4	4	4	3	1	4	1	4
TO TRY OUT TUTORIAL STRATEGY	TALKS WITH STUDENT	5	4	4	4	1	5	1	5
TO TRY OUT SECOND STRATEGY	TALKS WITH STUDENTS	5	4	4	4	1	5	1	5
TO REVIEW OBJECTIVES OF LA	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	4
TO ANSWER QUES ON USE OF LRNG ACTIV	LISTENS TO STUDENT	5	4	4	4	1	5	1	5

8. UTILIZATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO ENCOURAGE INTEREST IN LRNG ACTIV	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5
TO ASK STUDENTS QUESTIONS	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	5
TO RESPOND TO STUDENT QUESTIONS	LISTENS TO STUDENTS	5	1	4	1	1	5	1	5
TO SOLVE PROBLEM IF SIMPLE	DISCUSSES WITH STUDENT	5	2	4	4	1	5	1	5
TO LEARN IF THEY NEED/WANT HELP	LISTENS TO STUDENTS	5	2	4	3	1	5	1	5
TO CARRY OUT POSITIVE RESP	LISTENS TO STUDENT QUESTIONS	5	2	4	3	1	5	1	5
TO PHRASE QUESTIONS IN OTHER WAYS	DISCUSSES WITH STUDENTS	5	2	4	3	1	5	1	5
TO INDICATE FURTHER RESOURCES	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	5
TO LEARN WHEN NO LONGER NEEDED	LISTENS TO STUDENTS	5	2	4	3	1	5	1	5
TO SUGGEST ANALYSIS OF PROCESS	DISCUSSES WITH GROUP	5	4	4	4	1	5	1	5
TO HEAR STUD PERCEPT OF LRNG PROB	LISTENS TO STUDENTS	5	2	4	3	1	5	1	5
	UTILIZATION ACTIVITIES								
TO ASSIST IF NEEDED	OBSERVES STUDENTS USING DICTAPHONE	4	4	4	1	1	5	1	4
TO ASSIST WITH PROBLEMS	OBSERVES STUDENTS	4	4	4	3	1	4	1	4
TO ASSIST IF NEEDED	OBSERVES STUDENTS USING AUTOTUTOR	4	4	4	1	1	5	1	4
TO EXPLAIN IMPORTANCE OF OBJECTIVES	SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5
TO EXPLAIN SPECIAL MEDIA TECHNIQUES	SPEAKS TO STUDENTS	5	5	4	4	1	5	1	5
TO RESPOND TO STUDENT QUESTIONS	SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5
TO PARTICIPATE IN LRNG ACTIV	LISTENS/LOOKS/PERFORMS W STUDENTS	5	4	4	2	1	5	1	4
TO MAKE PROCESS INTERVENTION	SPEAKS TO GROUP	5	4	4	4	1	5	1	5
TO ASSIST IN TEACHING W MEDIA	ADVISES STUDENTS	5	4	4	4	1	4	1	4
TO EXPLAIN IN NEW WAY	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO ANSWER QUESTIONS	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO INDICATE ACCEPT OF NEGAT RESP	SPEAKS TO STUDENTS	5	2	4	3	1	5	1	5
TO ENCOURAGE LEARNING INTERESTS	RESPONDS TO STUDENT	5	2	4	3	1	5	1	4

8.05 PRESENTATION OF INFORMATION

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO SHOW RAW PRESENTATION	SCHEDULES MEETING WITH DIRECTOR	3	4	2	2	1	3	1	3
TO SHOW RAW PRESENTATION	SCHEDULES MEETING WITH WRITER	3	1	2	2	1	3	1	3
	SUPPORT - SUPPLY ACTIVITIES								
TO PRESENT INFORMATION	OPERATES MEDIA EQUIPMENT								
TO SHOW RAW PRESENTATION TO CLIENT	OPERATES SLIDE PROJECTOR								
TO VIEW MULTISCREEN PRESENTATION	OPERATES EQUIPMENT	3	3	2	1	2	3	1	2
	UTILIZATION ACTIVITIES								
TO SHOW RAW PRESENTATION TO CLIENT	READS SCRIPT AND SHOWS SLIDES	3	6	3	2	2	3	1	3
TO EXPLAIN CONCEPT/INFORMATION	INSTRUCTS STUDENTS	5	4	4	4	1	5	1	5
TO DEMONSTRATE ACTIVITY	PERFORMS ACTIVITY	5	6	4	1	3	5	1	4
TO PROVIDE INPUT WHERE APPROPRIATE	SPEAKS TO GROUP	5	4	4	4	1	5	1	5
TO PRESENT LECTURE INFORMATION	SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5

8. UTILIZATION OUTCOMES (CONTD)

8.06 EVALUATION OF LEARNING EXPERIENCE

		WI	S	D	P	T	R	M	L
	PERSONNEL MANAGEMENT ACTIVITIES								
TO IDENT ACTIV PROBS NOT SOLVED	LISTENS TO FEEDBACK FR STUDENT	5	4	4	3	1	5	1	5
	UTILIZATION ACTIVITIES								
TO ENSURE COMPLETION OF ASSIGNMENT	OBSERVES STUDENTS IN LAB	3	4	3	2	1	3	1	1
TO ASCERTAIN STUDENT LEARNING	ADMINISTERS POST-TEST	4	4	4	2	1	4	1	4
TO EVALUATE STUDENT PERFORMANCE	ADMINISTERS MEDIA SKILLS TEST	4	1	3	1	1	4	1	3
TO DETERMINE SUCCESS OF STRATEGY	ANALYZES STUDENT RESPONSES	5	1	4	1	1	5	1	5
TO EVALUATE STUDENT UNDERSTANDING	ANALYZES QUESTION ANSWERS	5	1	4	1	1	5	1	5
TO DETERMINE IF STUD MET OBJECTIVE	COMPARES PRE-AND POST-TESTS	5	1	4	1	1	5	1	5

9. UTILIZATION-DISSEMINATION OUTCOMES

		WI	S	D	P	T	R	M	L
9.01 IDENTIFICATION OF INFORMATION									
	PERSONNEL MANAGEMENT ACTIVITIES								
TO LIST AVAILABLE EXTANT MATERIALS	QUESTIONS CLIENT	4	2	4	4	1	4	1	4
TO DEVELOP LIST OF SUBJECTS TAUGHT	INTERVIEWS CLIENT	4	2	4	4	1	4	1	4
TO ASSESS ATTITUDES TO EVALUATION	TALKS TO EDUCATIONAL LEADERS	5	4	4	4	1	5	1	5
TO IDENTIFY QUESTIONS RE PROJECT	LISTENS TO VISITOR	5	4	4	4	1	5	1	5
TO IDENTIFY PROJECT PROBLEMS	CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5
TO IDENTIFY BEHAVIOR CHANGES	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	4
	UTILIZATION ACTIVITIES								
TO IDENTIFY OBJECTIVES OF PRESENTAT	SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DEFINE POTENTIAL AUDIENCE	ANALYZES CLIENTS OF CENTER	4	1	4	1	1	4	1	3
TO IDENTIFY CURRICULUM MATERIALS	READS FLYERS AND MAGAZINES	4	1	4	1	1	4	1	4
TO ASSESS ATTITUDES TO EVALUATION	READS KEY EDUCATIONAL JOURNALS	5	1	4	1	1	5	1	6
TO IDENTIFY SIMILAR EVAL PROJECTS	READS RESEARCH LITERATURE	5	1	4	1	1	5	1	6
TO IDENTIFY TEACHER BEHAVIOR	OBSERVES TEACHING EPISODE	5	1	5	1	1	5	1	4
TO IDENT CAPAB/INTER TO STUDENTS	WRITES CAPABILITIES/INTERESTS RESUME	5	1	4	1	1	5	1	5
TO IDENTIFY TARGET AUDIENCE	READS TEACHER TRAINING MATERIALS	5	1	4	1	1	5	1	5
TO IDENTIFY KEY GEOGRAPHICAL AREAS	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5
TO IDENTIFY KEY INSTITUTIONS	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5
TO IDENTIFY KEY INDIVIDUALS	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5
TO IDENTIFY TIME INSTITUTION NEEDS	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5
TO IDENTIFY STAFF INSTITUTION NEEDS	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5
TO IDENTIFY FACILS INSTIT NEEDS	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5
TO IDENTIFY MATS INSTIT NEEDS	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5
TO IDENTIFY SEQUENCE/CREDIT PROBS	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5
TO IDENTIFY DISSEMINATION FLOW	EXAMINES INSTIT INFLUENCE PATTERNS	5	1	4	1	1	5	1	5
TO IDENT PREPCKGED ACTIVS IN SYST	READS LISTING OF LEARNING ACTIVS	5	1	4	1	1	5	1	5
TO IDENT LRNG ACTIVS RELAT TO OBJ	READS LISTING	5	1	4	1	1	5	1	5
9.02 WRITING OF DISSEMINATION MATERIALS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PUBLICIZE TRAINING	WRITES NOTICE	5	1	4	1	1	5	1	5
TO ADVERTISE THE VACANCY	WRITES DESCRIPTION OF POSITION	5	1	4	1	1	5	1	5
TO PUBLICIZE DECISION TO BUILD	WRITES NOTICE	5	1	4	1	1	5	1	4
	PRODUCTION ACTIVITIES								
TO DESCRIBE SCHEDULING PROCEDURES	WRITES CONFERENCE ROOM HANDBOOK	3	1	4	1	1	3	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DESCRIBE MATERIAL	WRITES ANNOTATION	4	1	4	1	1	4	1	5

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO PREPARE FOR BROCHURE	DEFINES MEDIA SERVICES AVAILABLE	4	1	4	1	1	4	1	3
TO PREPARE FOR BROCHURE	GROUPS MEDIA SERVICES AVAILABLE	4	1	3	1	1	3	1	3
TO DESCRIBE EQUIPMENT OPERATION	WRITES INSTRUCTION SHEET	4	1	3	1	1	3	2	3
TO DESCRIBE MATERIALS UTILIZATION	WRITES INTRODUCTION TO MATERIALS	5	1	4	1	1	5	1	5

9.03 DISTRIBUTION OF INFORMATION

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM INSTRUCTOR	MAILS COPY OF WORK ORDER								
TO DISTRIBUTE IN BOXES	SORTS INCOMING MAIL								
TO INFORM STAFF OF NEW PRODUCTS	CIRCULATES FLYERS								
TO INFORM REPAIR TECHNICIAN	LISTS OPERATING FLAWS IN EQUIP								
TO INFORM TEACHER OF FILM ARRIVAL	WRITES NOTIFICATIONS								
TO GET INFORM TO EMPLOYEES	DISTRIBUTES INFO								
TO DISSEMINATE RESEARCH FINDINGS	TRANSMITS REPORT TO FUNDING SOURCE	3	1	3	1	1	3	1	3
TO GIVE MATERIALS TO VISITOR	COLLATES PROJECT LITERATURE	3	1	3	1	1	3	1	3
TO PUBLICIZE DEMONSTRATION	WRITES NOTICE	3	1	2	1	1	2	1	3
TO INFORM FIELD PERSONNEL	COMPILES LIST OF RECOMMENDED EQUIP	4	1	3	1	1	4	1	4
TO INFORM FIELD PERSONNEL	LISTS RECOMMENDED EQUIP PER UNIT	4	1	3	1	1	4	1	4
TO INFORM FIELD PERSONNEL	LISTS RECOMMENDED MANUFACTURERS	4	1	3	1	1	4	1	4
TO INFORM PRODUCTION UNITS	WRITES INSTRUCTIONS RE COLOR ETC	4	1	4	1	1	4	1	3
TO INFORM ON PROGRESS OF COURSE	WRITES MEMOS TO FIELD PERSONNEL	5	1	4	1	1	4	1	4
TO INFORM ON PROGRESS OF COURSE	WRITES REPORT TO MANAGEMENT	5	1	5	1	1	5	1	5
TO INFORM MANAGEMENT	ASSESSES COST BENEFITS OF TRAINING	5	1	4	1	1	5	1	5
TO DESCRIBE PROJECT TO MGMT/CUST	TRANSLATES TECHNICAL LANGUAGE	5	1	4	1	1	5	1	5
TO PRESENT PROGRESS TO MGMT/CUST	WRITES REPORT ON PROJECT	5	1	4	1	1	5	1	5
TO DISSEMINATE FINDINGS	EDITS REPORT ON PROJECT	5	1	4	1	1	5	1	5
TO ROUTE INFORMATION	DEVELOPS NEW PROCEDURES	5	1	5	1	1	5	1	5
TO DISSEMINATE FINDINGS	WRITES FINAL REPORT ON PROJ	5	1	4	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO HAVE COPIES OF BROCHURE MAILED	GIVES INSTRUCTIONS	3	2	3	2	1	3	1	3
TO INFORM ON PROGRESS OF COURSE	CONDUCTS BRIEFINGS	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO REPORT TO PRINCIPAL	WRITES SUMMARY OF DATA	4	1	4	1	1	3	1	2
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INFORM PROJECT STAFF	DISTRIBUTES MESSAGES RECEIVED								
TO INFORM OF DATE SCHEDULED	SENDS NOTIFICATION TO REQUESTOR								
TO INFORM PRODUCERS OF REACTIONS	SENDS REACTIONS TO PRODUCERS	3	1	3	1	1	3	1	3
TO INFORM DIRECTOR OF NEEDS	SENDS SUGGESTIONS TO DIRECTOR	3	1	3	1	1	3	1	3
TO INFORM PRODUCERS OF NEEDS	SENDS SUGGESTIONS TO PRODUCERS	3	1	3	1	1	3	1	3
TO INFORM ON MATERIALS & EQUIPMENT	CIRCULATES INFORMATION	4	1	4	1	1	4	1	4

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO DISSEMINATE RESEARCH FINDINGS	READS PAPERS AT CONVENTIONS	5	4	4	4	1	5	1	5
9.04 DEMONSTRATION OF INSTRUCTIONAL SYSTEM COMPONENTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO DEMONSTRATE AV SERVICES	PLANS WORKSHOPS	4	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO CLARIFY MEDIA PRINCIPLES USED	DISCUSSES WITH AUDIENCE	5	4	4	4	1	5	1	4
	RESEARCH - THEORY ACTIVITIES								
TO PROVIDE MODEL OF BEHAVIOR	CODES TEACHING BEHAVIOR	5	1	5	1	1	5	1	4
TO PROVIDE MODEL OF NEW BEHAVIOR	CODES TEACHING BEHAVIOR	5	1	5	1	1	5	1	4
TO DEMONSTRATE ADVANTAGES OF ITV	ANALYSES COST EFFECTIVENESS	5	1	5	1	1	5	1	4
	PRODUCTION ACTIVITIES								
TO DEMONSTRATE EXPOSURE	EXPOSES CONTACT PRINTS IN FRAME								
TO DEMONSTRATE DEVELOPMENT	DEVELOPS CONTACT PRINTS								
TO DEMONSTRATE FILM DEVELOPMENT	DEVELOPS FILM								
TO DEMONSTRATE TO STUDENTS	OPERATES INSTAMATIC MOVIE CAMERA	3	5	2	4	1	4	1	4
TO PROVIDE MODEL FOR CRITIQUE	DIRECTS PRODUCTION OF VIDEOTAPE	5	4	4	4	1	5	1	4
TO DEMONSTRATE TECHNICAL DETAILS	DESIGNS ART KIT	5	1	5	1	1	5	1	4
	SUPPORT - SUPPLY ACTIVITIES								
TO SHOW EXEMPLARY SLIDES	OPERATES SLIDE PROJECTOR								
TO SHOW MATRICES AND CODING	OPERATES OVERHEAD PROJECTOR								
TO PLAYBACK CLASSROOM DIALOGS	OPERATES AUDIO TAPE RECORDER								
TO SHOW TEACH/RETEACH TO STUDENTS	OPERATES VIDEOTAPE RECORDER	3	3	2	1	2	2	1	2
TO SHOW EXEMPLARY MOVIES	OPERATES MOVIE PROJECTOR	3	3	3	1	2	3	1	2
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INSTRUCT IN USE	DEMOS SUPER 8 PROJ OPERATION								
TO INSTRUCT IN USE	DEMOS MOVIE PROJECTOR OPERATION								
TO INSTRUCT IN USE	DEMOS TAPE RECORDER OPERATION								
TO INSTRUCT IN USE	DEMOS DRYMOUNT PROCESS OPERATION								
TO INSTRUCT IN USE	DEMOS SLIDE PROJECTOR OPERATION								
TO INSTRUCT IN USE	DEMOS OVERHEAD PROJECTOR OPERATION								
TO INSTRUCT IN USE	DEMOS 8 MM MOVIE PROJECTOR OPERATION								
TO INSTRUCT IN USE	DEMOS FILM STRIP PROJECTOR OPERATION								
TO INSTRUCT IN USE	DEMOS VIDEOTAPE RECORDER OPERATION								
TO DEMONSTRATE SUPER 8 OPERATION	EXPLAINS SUPER 8 PROJECTOR	4	1	4	4	1	4	1	3
TO DEMONSTRATE TEACHER BEHAVIOR	ROLE PLAYS TEACHER IN CLASS	5	4	4	4	1	5	1	4
TO DEMONSTRATE USE OF MEDIA	GIVES MULTI MEDIA PRESENTATION	5	5	4	4	2	5	1	4

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
9.05 DISCUSSION (TWO WAY INTERACTION)									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO ANSWER QUESTIONS	USES TELEPHONE	4	2	3	2	1	3	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DISCUSS REPAIR	CONVERSES WITH SUPERVISOR								
TO ANSWER QUESTIONS RE EVALUATION	DISCUSSES WITH CLIENT GROUP	5	4	4	4	1	5	1	5
TO CLARIFY CODING DISAGREEMENTS	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4
TO PREPARE TEACHER FOR TAPING	DISCUSSES MICRO-TEACHING PRINCIPLES	5	4	4	4	1	5	1	4
TO CLARIFY ISSUES	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4
TO GET AQUAINTED/DISCOVER NEEDS	TALKS WITH VISITOR	5	2	4	3	1	5	1	5
TO ANSWER QUESTIONS RE PROJECT	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO IDENTIFY CHARACTERISTIC ACTIVITES	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO INDICATE ACTS ANSWERING QUESTIONS	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO PROVIDE HELP IF NEEDED	LISTENS TO VISITOR/STUD/TCHR DISC	5	4	4	4	1	5	1	5
TO SUMMARIZE PROJECT	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO THANK FOR INTEREST IN PROJECT	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO CLARIFY MEDIA PRINCIPLES	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4
TO EXPLAIN DIFFERENT ACTIVS	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO POINT OUT TEACHING BEHAVIOR	CRITIQUES VIDEOTAPE WITH TEACHER	5	4	4	4	1	5	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO IDENTIFY CHANGES IN BEHAVIOR	OBSERVES TEACHER RETEACHING	5	1	5	1	1	5	1	4
TO ENCOURAGE DISCUSSION	CONDUCTS SEMINAR	5	2	3	4	1	5	1	5
9.06 TEACHING (FORMAL INTERACTION)									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM MANAGEMENT OF CHANGES	DESIGNS CONFERENCE	5	1	5	1	1	5	1	5
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ORIENT THEM TO PILOT TEST	GIVES INSTRUCTIONS TO STUDENTS	4	2	3	4	1	4	1	4
TO CLARIFY ELEMENTS OF COMPOSITION	DISCUSSES WITH STUDENTS	4	4	4	4	1	4	1	4
TO CLARIFY LENSES/SETTING DECISIONS	DISCUSSES WITH STUDENTS	4	4	4	4	1	4	1	4
TO PROVIDE EXPERIENCE IN PHOTOGRAPHY	SUPERVISES USE OF INSTAMATIC	4	4	4	4	1	4	1	4
TO CLARIFY COMPOSITION/SETTING	DISCUSSES INSTAMATIC PICTURES	4	4	4	4	1	4	1	4
TO SUGGEST BEHAVIOR IMPROVEMENTS	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	4
TO PRESENT PROJECT PROGRESS	SPEAKS TO MGMT AND CUSTOMER	5	4	4	4	1	5	1	5
TO TEACH NEW TEACHER BEHAVIORS	SUPERVISES TRAINING CONFERENCES	5	2	4	5	1	5	1	4
	DESIGN ACTIVITIES								
TO INSTRUCT IN VISUAL COMMUNICS.	DESIGNS COURSE	5	1	4	1	1	5	1	5

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
	SUPPORT - SUPPLY ACTIVITIES								
TO MAKE PRESENTATION ON PROJECT	OPERATES SLIDE PROJECTOR								
	UTILIZATION ACTIVITIES								
TO ASSIST IN EQUIPMENT OPERATION	GIVES DIRECTIONS TO STUDENTS	4	5	4	4	2	4	1	4
TO INFORM ON LIBRARY PROCEDURES	GIVES LECTURES	5	4	4	4	1	4	1	5
TO INFORM ON CAI PROGRAMING	GIVES LECTURES	5	4	4	4	1	5	2	5
TO INFORM ON LANG LAB OPERATION	GIVES LECTURES	5	4	4	4	1	4	1	5
TO INFORM ON GRAPHICS TECHNIQUES	ADVISES STUDENTS	5	4	4	4	1	4	1	4
TO INSTRUCT IN MEDIA PRODUCTION	TEACHES OVER CCTV	5	4	4	4	1	5	1	5
TO ASSIST IN MAKING MOVIE	ADVISES STUDENTS	5	4	4	4	1	4	1	4
TO ASSIST IN MULTI-MEDIA PRESENS	ADVISES STUDENTS	5	4	4	4	1	4	1	4
TO INSTRUCT IN GRAPHICS TECHNIQUE	TEACHES OVER CCTV	5	4	4	4	1	5	1	5
TO TEACH THRU REINFORCEMENT	ADMINISTERS PRE AND POST TESTS	5	4	4	4	1	5	1	5
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INFORM AIDES OF OPERATION	SHOWS HOW TO OPERATE AUTOTUTOR	3	5	3	4	2	4	1	4
TO INFORM AIDES OF OPERATION	SHOWS HOW TO REPLACE BULBS	3	5	3	4	2	4	1	4
TO INFORM INSTRUCTOR	EXPLAINS OPERATION OF EDEX CONSOLE	3	5	2	4	2	3	1	3
TO INFORM REPAIRMEN	TEACHES PREVENTIVE MAINTENANCE	3	5	3	4	2	3	1	2
TO INSTRUCT STUDENTS	SHOWS HOW TO OPERATE DICTAPHONE	4	5	3	4	2	4	1	4
TO TRAIN STUDENT WORKERS	DEMONSTRATES EQUIPMENT OPERATION	4	5	4	4	2	3	1	2
TO TEACH HOW TO CODE	DESCRIBES PROCESS OF CODING	5	4	4	4	1	4	1	4
TO INFORM STUDENT TEACHERS	DESCRIBES MICROTEACHING	5	4	4	4	1	5	1	4
TO TRAIN STAFF	EXPLAINS PROJECT TO STAFF	5	4	4	4	1	5	1	5
TO TRAIN STAFF	EXPLAINS TASKS TO BE DONE	5	4	4	4	1	5	1	5
TO TEACH BEHAVIORAL OBJECTIVES	DESCRIBES MAGER'S APPROACH	5	4	5	4	1	5	1	4
TO INFORM MANAGEMENT OF CHANGES	CONDUCTS BRIEFING	5	4	4	4	1	5	1	5
TO TEACH THRU ACTIVE LEARNING	ENCOURAGES WRITING OF OBJECTIVES	5	4	4	4	1	5	1	5
TO TEACH THRU ACTIVE LEARNING	ENCOURAGES WRITING OF TESTS	5	4	4	4	1	5	1	5
9.07 EXPLANATION (INFORMAL INTERACTION)									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO INFORM REQUESTOR	WRITES DATE AND NAME ON CARD								
TO ANSWER ROUTINE QUESTIONS	USES TELEPHONE	3	2	3	2	1	3	1	3
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ADVISE ON REPAIRS	CONVERSES WITH ASSISTANTS	4	4	3	4	1	4	1	3
TO INFORM OF PROCEDURE	TALKS WITH TEACHER	4	4	4	2	1	4	1	4
TO EXPLAIN REFERENCES SOURCES	DISCUSSES WITH TEACHER	4	4	4	4	1	4	1	3
TO RECEIVE REQUEST FOR INFORMATION	SPEAKS TO VISITOR OR SUPERIOR	4	2	4	2	1	4	1	4
TO INFORM OF MISTAKES IN PRODUCT	CALLS PRODUCERS	4	4	3	2	1	4	1	4

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		WI	S	D	P	T	R	M	L
TO INFORM OF STAFF NEEDS	CALLS COLLEAGUES	4	2	3	2	1	4	1	4
TO INFORM OF STAFF NEEDS	CALLS PLACEMENT AGENCY	4	2	3	2	1	4	1	4
TO INFORM OF DEADLINES	SPEAKS TO TECHNICAL WORKERS	4	4	4	4	1	4	1	4
TO EMPHASIZE NON-THREATENING EVAL	DISCUSSES WITH CLIENT GROUP	5	4	4	4	1	5	1	5
TO INFORM OF PROCEDURE	TALKS WITH TALENT	5	4	4	2	1	4	1	4
TO PREPARE FOR MICRO-LESSON	TALKS TO MICRO-CLASS	5	4	4	4	1	5	1	4
TO EXPLAIN LOGISTIC ASPECTS OF LA	DISCUSSES WITH STUDENT	5	4	4	2	1	5	1	4
TO EXPLAIN UNIQUE COMPONENTS OF LA	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	4
TO EXPLAIN ASSESSMENT PROCEDURES	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	5
TO EXPLAIN HANDLING OF MATERIALS	DISCUSSES WITH STUDENT	5	4	4	4	1	5	1	5
TO IDENTIFY OBJECTIVES NOT MET	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO EXPLAIN STUDENT PROGRESS	DISCUSSES WITH STUDENT/PARENT	5	4	4	4	1	5	1	5
TO EXPLAIN STUD BEHAV NOT BEING MET	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5
TO EXPLAIN TCHR BEHAV CAUSING PROB	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5
TO EXPLAIN SUGGESTIONS MADE TO TCHR	CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5
TO MAKE FURTHER SUGGESTIONS	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5
TO INFORM OF EDUCATIONAL NEEDS	DISCUSSES WITH PRODUCT PLANNERS	5	4	4	4	1	5	4	4
TO EXPLAIN PERT CHART	SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	5
TO EXPLAIN POST-TEST	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5
TO RECEIVE REQUEST TO CONSULT	SPEAKS TO TEACHER	5	4	4	4	1	5	1	5
TO EXPLAIN FACILITIES NEEDS	SPEAKS TO ARCHITECTS IN PERSON	5	4	4	4	1	5	1	5
	SUPPORT - SUPPLY ACTIVITIES								
TO SHOW PROJECT IN OPERATION	DRIVES VISITOR TO SCHOOL								
	UTILIZATION ACTIVITIES								
TO EXPLAIN FACILITATOR ROLE	INSTRUCTS GROUP	5	4	4	4	1	5	1	5
TO EXPLAIN CONTENT/PROCESS DIFF	INSTRUCTS GROUP	5	4	4	4	1	5	1	5
TO INFORM ON COURSES TO TAKE	ADVISES STUDENTS	5	4	4	4	1	4	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INFORM ON MATERIALS & EQUIPMENT	DISCUSSES WITH TEACHERS	4	4	4	4	1	4	1	4
TO EXPLAIN PURPOSES OF EVALUATION	INSTRUCTS CLIENT GROUP	5	4	4	4	1	5	1	5
TO EXPLAIN ROLE OF EVALUATOR	INSTRUCTS CLIENT GROUP	5	4	4	4	1	5	1	5
TO DEFINE PROBLEMS IN PROCESS	INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5
TO DEFINE CHANGED CONCEPTS OF INST.	INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5
TO DEFINE EFFECTS ON CURRICULUM	INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5
TO DEFINE NEW ROLE OF TESTING	INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5
TO DESCRIBE LAYOUT OF CLASSROOM	INSTRUCTS VISITOR	5	4	4	4	1	5	1	5
TO DISSEMINATE INFORMATION ON MEDIA	SERVES ON COMMITTEES	5	2	4	4	1	4	1	4
TO SUGGEST ALTERNATIVE BEHAVIORS	INSTRUCTS TEACHER	5	4	4	4	1	5	1	5
TO EXPLAIN USE OF PROJECT MATERIAL	INSTRUCTS PRINCIPAL	5	4	4	4	1	5	1	5
TO INFORM OF MATERIALS AVAILABLE	ADVISES TEACHERS	5	4	4	4	1	4	4	5
TO INFORM FIELD PERSONNEL	ADVISES ON FILM MAKING TECHNIQUES	5	4	4	4	1	4	1	4

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

9.08 PROMOTION

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO PUBLICIZE SEMINAR	WRITES NOTICE	3	1	3	1	1	3	1	4
TO PUBLICIZE COURSE	WRITES ANNOUNCEMENTS	4	1	4	1	1	4	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO ENCOURAGE PURCHASE OF EQUIPMENT	DISCUSSES W. MANAGEMENT	4	4	3	3	1	4	1	4
TO DESCRIBE SERVICES AVAILABLE	TALKS WITH VISITORS	4	2	3	2	1	3	1	3
TO DESCRIBE CATALOGING SYSTEM	TALKS WITH VISITORS	4	2	3	2	1	3	1	3
TO ASSIST IN LOCATING MATERIALS	TALKS WITH VISITORS	4	2	3	2	1	3	1	3
TO OPERATIONALIZE DISSEM PLAN	SPEAKS WITH OTHER INSTITS	5	4	4	4	1	5	1	5
TO ENCOURAGE SUGGESTED ALTERNATIVES	LISTENS TO TEACHER	5	4	4	4	1	5	1	5
TO EXPLAIN HOW HE CAN HELP TEACHER	CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO DESCRIBE CENTER OPERATION	DESIGNS BRIEFINGS	5	1	5	1	1	5	1	5
TO DESCRIBE PROPOSED PROGRAM	WRITES BROCHURE	5	1	4	1	1	4	1	4
	UTILIZATION ACTIVITIES								
TO INFORM ON AV SERVICES	GIVES MULT MEDIA PRESENTATION	4	4	4	4	1	4	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO DESCRIBE CENTER OPERATION	CONDUCTS BRIEFINGS	4	4	4	4	1	4	1	3
TO INFORM EDUCATORS	IDENTIFIES COMPANY PRODUCTS	4	1	3	4	1	4	1	4
TO INVOLVE INSTITUTION IN PROCESS	ANALYZES METHODS OF INVOLVEMENT	5	1	4	1	1	5	1	5
TO INVOLVE INDIVIDUALS IN PROCESS	ANALYZES METHODS OF INVOLVEMENT	5	1	4	1	1	5	1	5
TO EXPLAIN PROJECT	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5
TO SUMMARIZE PROJECT CHARACTERISTICS	INSTRUCTS VISITOR	5	4	4	4	1	5	1	5
TO SEE PROJECT IN ACTION	OBSERVES CLASS W VISITOR	5	4	4	4	1	5	1	5
TO IMPROVE USE OF TV TECHNICQUES	ADVISES OUTSIDE PERSONNEL	5	4	4	4	1	5	1	5
TO IMPROVE TRAINING CENTER DESIGN	ADVISES OUTSIDE PERSONNEL	5	4	4	4	1	5	1	5

9.09 KEEPING SELF INFORMED/DEVELOPMENT OF PROFESSIONAL STATUS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO REQUEST GUIDELINES FOR PROPOSAL	WRITES TO AGENCY	3	1	3	1	1	3	1	3
TO REQUEST CATALOGS	WRITES LETTERS TO MANUFS	4	1	3	1	1	4	1	4
TO INFORM OF WORK IN PROGRESS	READS WORK PLANS	5	1	4	1	1	5	1	4
TO KEEP SELF INFORMED	REVIEWS WORK IN PROGRESS	5	1	4	1	1	5	1	4
	PERSONNEL MANAGEMENT ACTIVITIES								
TO BECOME INFORMED OF NEW PRODUCTS	DISCUSSES WITH SALESMEN	4	4	3	2	1	4	1	4

9. UTILIZATION-DISSEMINATION OUTCOMES (CONTD)

		MI	S	D	P	T	R	M	L
TO INFORM ON COMPANY PRODUCTS	DISCUSSES WITH SALESMEN	4	4	3	4	1	4	4	4
TO UNDERSTAND ISSUES IN FIELD	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5
TO IDENTIFY BETTER JOBS IN FIELD	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5
	SUPPORT - SUPPLY ACTIVITIES								
TO KEEP INFORMED ON TECHNOLOGY	MAINTAINS FILE OF NEW EQUIPMENT	4	1	3	1	1	4	1	4
	UTILIZATION DISSEMINATION ACTIVITIES								
TO INFORM OF MATERIALS AVAILABLE	READS CURRICULUM MATERIALS	4	1	3	2	1	4	1	4
TO OBSERVE NEW HARDWARE SYSTEMS	MAKES FIELD TRIPS	4	1	4	1	1	4	1	4
TO DEVELOP PROFESSIONAL CONTACTS	ATTENDS CONVENTIONS	5	4	4	4	1	5	1	5

4. Advanced Level Guidelines

a. Organization of data.

The Activities/Outcomes at this level are grouped according to overall Purposes. These Purposes (e.g., "To monitor and change operation of center") are grouped within DIT Functions, as in the Task Inventories. In the Curriculum Guidelines, the Activities are numbered according to their logical sequence with Purposes. The Activity and Outcome parts of the task statements are separately coded according to the DIT (see Section II D, Tables and Definitions, Key to Coding). In this way, the curriculum planner will know into which area of the DIT each part (Activity, Outcome and Purpose) of the three-part task statement falls.

At the Advanced Level, all Activities/Outcomes are listed, regardless of their Worker Instruction Level. However, the FJA codes are printed for only those Activities which are at the Advanced Level, i.e., Worker Instruction Level 5-8. This is because the Advanced Level person works with groups of Purposes and the sequence of Activities within these Purposes is important to him. Thus, while the Advanced Level worker may not be responsible for actually performing some Activities (those with WI lower than 5) he is responsible for being familiar with those Activities so that he can assign them to other workers and supervise their output.

In the Curriculum Guidelines at the Advanced Level, therefore, the FJA codes are printed for only those Activities which the Specialist is responsible for performing himself; the other Activities are listed but without codes in order to provide a checklist to define Learner Entry Behavior.

b. Advanced Level Guidelines Listing.

(See following pages.)

1. ORGANIZATION MANAGEMENT FUNCTION

1.01 TO SET GOALS/POLICY OF TRAINING CENTER

			WI	S	D	P	T	R	M	L		
.01	(OM)	DESIGNS ORGANIZATIONAL RATIONALE	7	1	5	1	1	5	1	5	(OM)	TO IMPROVE ORGANIZATION
.02	(OM)	WRITES SUPPORTING PAPER	7	1	5	1	1	5	1	5	(OM)	TO DESCRIBE ORGANIZATIONAL RATIONALE
.03	(OM)	SERVES ON COMMITTEE	6	4	5	4	1	5	1	4	(OM)	TO IMPROVE ORGANIZATION
.04	(OM)	CONDUCTS STAFF MEETINGS	6	4	5	5	1	5	1	4	(OM)	TO WORK ON LONG-RANGE GOALS
.05	(OM)	DESIGNS LONG RANGE PLANS	6	1	5	1	1	5	1	5	(OM)	TO ANTICIPATE FUTURE GROWTH
.06	(OM)	DESIGNS CONFERENCE	5	1	5	1	1	5	1	5	(UD)	TO INFORM MANAGEMENT OF CHANGES
.07	(UD)	CONDUCTS BRIEFING	5	4	4	4	1	5	1	5	(UD)	TO INFORM MANAGEMENT OF CHANGES
.08	(D)	DEVELOPS CONCEPTUAL MODEL	6	1	5	1	1	5	1	5	(D)	TO DESIGN BASIC INSTRUCTOR COURSE
.09	(D)	DEVELOPS CONCEPTUAL MODELS	7	1	5	1	1	5	1	5	(D)	TO COMMUNICATE COMPLEX CONCEPTS
.10	(OM)	WORKS WITH STAFF ON PROJECTS	6	4	5	4	1	5	1	5	(OM)	TO CROSS FERTILIZE WORK

1.02 TO ORGANIZE AND REORGANIZE ORGANIZATION STRUCTURE TO MEET GOALS

			WI	S	D	P	T	R	M	L		
.01	(OM)	READS ORGANIZATION CHARTER	7	1	4	1	1	4	1	5	(OM)	TO IDENTIFY ORGANIZATION GOALS
.02	(OM)	TRANSLATES GOALS	7	1	5	1	1	5	1	5	(OM)	TO IDENTIFY BROAD OBJECTIVES
.03	(OM)	SPEAKS TO COLLEAGUES	6	4	4	4	1	5	1	4	(OM)	TO EVALUATE BROAD OBJECTIVES
.04	(OM)	WRITES PAPER	7	1	5	1	1	5	1	5	(OM)	TO IDENTIFY NEW BROAD OBJECTIVES
.05	(OM)	TRANSLATES OBJECTIVES	6	1	5	1	1	5	1	4	(OM)	TO FORMULATE ORGAN. FUNCTIONS
.06	(PM)	CONFERS WITH COLLEAGUES	6	4	4	4	1	4	1	4	(OM)	TO EVAL. APPROPRIATENESS OF FUNCTS
.07	(OM)	ANALYZES RELATIONS BETWEEN FUNCTS	5	1	4	1	1	4	1	4	(OM)	TO DEVELOP FUNCTIONAL MATRIX
.08	(PM)	CONFERS WITH COLLEAGUES	6	4	4	4	1	4	1	4	(OM)	TO EVAL. INCLUSIVENESS OF MATRIX
.09	(OM)	WRITES PAPER	6	1	4	1	1	4	1	5	(OM)	TO REVISE FUNCTIONAL MATRIX
.10	(OM)	TRANSLATES FUNCTIONAL MATRIX	6	1	5	1	1	5	1	4	(OM)	TO IDENTIFY NEEDED STRUCTURES
.11	(OM)	ANALYZES CURRENT STRUCTURES	6	1	4	1	1	4	1	4	(OM)	TO COMPARE WITH NEEDED STRUCTURES
.12	(OM)	ANALYZES CURRENT STRUCTURES	6	1	4	1	1	4	1	4	(OM)	TO DETERMINE WEAKNESSES
.13	(OM)	FORMULATES ORGANIZATIONAL STRATS	7	1	5	1	1	5	1	4	(OM)	TO OVERCOME WEAKNESSES
.14	(OM)	TRANSLATES STRATEGIES	6	1	5	1	1	5	1	4	(OM)	TO DEFINE NEW STRUCTURES/OPERATIONS
.15	(OM)	ANALYZES NEW STRUCTURES/OPERATIONS	6	1	4	1	1	4	1	4	(OM)	TO EVAL IF FACILITATE FUNCTIONS
.16	(OM)	TRANSLATES NEW STRUCTURES/OPERATION	6	1	5	1	1	5	1	4	(OM)	TO FORMULATE NEW STRUCTURE MATRIX
.17	(OM)	ANALYZES BUDGET	6	1	4	1	1	5	1	4	(OM)	TO DETERMINE STRUCTURE CONSTRAINTS
.18	(OM)	ANALYZES FACILITIES	6	1	4	1	1	5	1	4	(OM)	TO DETERMINE STRUCTURE CONSTRAINTS
.19	(OM)	ANALYZES STAFF INTERESTS	6	1	4	1	1	5	1	4	(OM)	TO DETERMINE STRUCTURE CONSTRAINTS
.20	(OM)	REWRITES MATRIX	6	1	5	1	1	5	1	4	(OM)	TO INCLUDE CONSTRAINTS
.21	(OM)	COMPARES STRUCT & FUNCT MATRICES	6	1	4	1	1	4	1	4	(OM)	TO EVALUATE STRUCTURE MATRIX
.22	(PM)	CONFERS WITH COLLEAGUES	5	4	4	4	1	4	1	4	(OM)	TO EVALUATE STRUCTURE MATRIX
.23	(OM)	WRITES PAPER	6	1	5	1	1	5	1	5	(OM)	TO REVISE STRUCTURE MATRIX
.24	(OM)	READS MATRIX	6	1	4	1	1	5	1	4	(OM)	TO DEFINE RELATIONS BET. DIMENSIONS
.25	(OM)	ANALYZES RELATIONS AND FUNCTIONS	5	1	4	1	1	5	1	4	(OM)	TO DEFINE DUTIES OF PERSONNEL
.26	(OM)	ANALYZES RELATIONS AND FUNCTIONS	6	1	4	1	1	5	1	4	(OM)	TO DEFINE INTERACTION OF PERSONNEL
.27	(OM)	ANALYZES RELATIONS AND FUNCTIONS	6	1	4	1	1	5	1	4	(OM)	TO DEFINE LINES OF COMMUNICATION
.28	(OM)	WRITES PAPER	6	1	5	1	1	5	1	5	(OM)	TO EXPLAIN NEW STRUCTURE

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.29 (PM) CONFERS WITH COLLEAGUES	5	4	4	4	1	5	1	4	(OM) TO EVALUATE NEW STRUCTURE
.30 (PM) LISTENS TO FEEDBACK	5	4	4	2	1	5	1	4	(OM) TO REVISE STRUCTURE
.31 (OM) REWRITES PAPER	5	1	5	1	1	5	1	5	(OM) TO REVISE STRUCTURE
.32 (PM) SELECTS PERSONNEL	5	1	5	1	1	5	1	4	(OM) TO FILL KEY POSITIONS IN STRUCTURE
1.03 TO PLAN IMC OPERATIONS FOR COMING YEAR									
.01 (OM) ANALYZES SERVICE REQUESTS									(OM) TO IDENTIFY SERVICE NEEDS
.02 (PM) CALLS DEPARTMENTS									(OM) TO CLARIFY SERVICE NEEDS
.03 (OM) WRITES MEMO TO DEPARTMENTS									(OM) TO CLARIFY SERVICE NEEDS
.04 (OM) ANALYZES SERVICE NEEDS									(OM) TO PROPOSE NEW SERVICE OPERATION
.05 (PM) DISCUSSES WITH DEPARTMENTS									(OM) TO PROPOSE NEW SERVICE OPERATION
1.04 TO COORDINATE FACILITIES PLANNING									
.01 (OM) COUNTS NUMBER OF STAFF MEMBERS									(OM) TO ASCERTAIN FACILITIES NEEDS
.02 (OM) ANALYZES NO AND TYPE ACTIVITIES									(OM) TO ASCERTAIN FACILITIES NEEDS
.03 (OM) READS FLOORPLAN									(OM) TO EXAMINE CURRENT FACILITIES
.04 (OM) READS BUDGET									(OM) TO DISCOVER FISCAL RESOURCES
.05 (OM) EXAMINES WORK OF ORGANIZATION	5	1	4	1	1	5	1	5	(OM) TO IDENTIFY HOW FACILITIES CAN HELP
.06 (OM) EXAMINE STAFF COMMUNIC/INTERACTION	5	1	4	1	1	5	1	5	(OM) TO IDENTIFY HOW FACILITIES CAN HELP
.07 (OM) SYNTHESIZES FACTORS	6	1	5	1	1	6	1	5	(OM) TO DEVELOP FACILITIES USE PLAN
.08 (PM) NEGOTIATES WITH COLLEGE PLANNERS	6	4	5	6	1	6	1	6	(OM) TO OBTAIN NEEDED SPACE ON CAMPUS
.09 (OM) ANALYZES ON CAMPUS SPACE OBTAINED	6	1	5	1	1	5	1	4	(OM) TO ASCERTAIN NEED FOR ADDIT SPACE
.10 (PM) SPEAKS TO REALTORS	5	4	4	2	1	4	1	4	(OM) TO SEEK ADDIT SPACE OFF CAMPUS
.11 (OM) EXAMINES FACILITIES/MONEY RATIO	6	1	5	1	1	5	3	4	(OM) TO SELECT BEST FACILITIES
.12 (OM) ANALYZES ON/OFF CAMPUS SPACE	6	1	5	1	1	5	1	4	(OM) TO ASCERTAIN NEED FOR ADDIT SPACE
.13 (OM) TRANSLATES NEED FOR ADDIT SPACE	6	1	5	1	1	5	1	4	(OM) TO DECIDE TO BUILD OWN FACILITIES
.14 (OM) WRITES NOTICE	5	1	4	1	1	5	1	4	(UD) TO PUBLICIZE DECISION TO BUILD
.15 (PM) LISTENS TO ARCHITECTS WHO CALL	5	4	4	4	1	5	1	4	(OM) TO EVALUATE ARCHITECTS IDEAS
.16 (ES) SELECTS THREE ARCHITECTS	5	1	4	1	1	5	1	4	(OM) TO DISCUSS FACILITIES IN DEPT
.17 (PM) SPEAKS TO ARCHITECTS IN PERSON	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN FACILITIES NEEDS
.18 (PM) LISTENS TO ARCHITECTS	5	4	4	4	1	5	1	4	(OM) TO EVALUATE PROPOSED DESIGNS
.19 (OM) SELECTS BEST GENERAL PLAN	6	1	5	1	1	5	1	4	(PM) TO HIRE ARCHITECT
.20 (PM) EXPLAINS WORK OF ORGANIZATION	5	4	4	4	1	5	1	5	(OM) TO GIVE ARCHITECT DESIGN SPECIFS
.21 (PM) EXPLAINS HOW FACILITIES AID WORK	5	4	4	4	1	5	1	5	(OM) TO GIVE ARCHITECT DESIGN SPECIFS
.22 (PM) EXPLAINS COMMUNIC/INTERACTION NEEDS	5	4	4	4	1	5	1	5	(OM) TO GIVE ARCHITECT DESIGN SPECIFS
.23 (PM) EXPLAINS SPECIAL NEEDS OF STAFF	5	4	4	4	1	5	1	5	(OM) TO GIVE ARCHITECT DESIGN SPECIFS
.24 (PM) EXPLAIN FINANCIAL CONTRAINTS	5	4	4	4	1	5	1	5	(OM) TO GIVE ARCHITECT DESIGN SPECIFS
.25 (PM) PERSUADES ARCHITECT TO MEET STAFF	5	4	4	3	1	5	1	5	(PM) TO ENSURE STAFF INPUT
.26 (OM) READS ARCHITECTS PLANS	5	1	4	1	1	5	2	4	(OM) TO EVALUATE PROPOSED FACIL DESIGN
.27 (OM) COMPARES PLANS AND NEEDS	5	1	4	1	1	5	1	4	(OM) TO EVALUATE PROPOSED FACIL DESIGN
.28 (PM) DISCUSSES PLANS WITH ARCHITECT	5	4	4	4	1	5	1	4	(OM) TO SUGGEST REVISIONS IN PLANS
.29 (OM) READS REVISED PLANS	5	1	4	1	1	5	2	4	(OM) TO RE-EVALUATE PROPOSED DESIGN

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
.30 (OM) COMPARES REVISED PLANS AND NEEDS	5	1	4	1	1	5	1	4	(OM) TO RE-EVALUATE PROPOSED DESIGN
.31 (OM) READS FINAL PLANS	6	1	5	1	1	5	2	4	(OM) TO APPROVE PROPOSED FACIL DESIGN
.32 (OM) READS ARCHITECT'S BUDGET	5	1	4	1	1	5	2	4	(OM) TO ASCERTAIN PROPOSED COST
.33 (PM) NEGOTIATES WITH ARCHITECT	6	4	5	6	1	6	1	6	(OM) TO OBTAIN LOWER COST
.34 (PM) NEGOTIATES WITH CHANCELLOR	6	4	5	6	1	6	1	6	(OM) TO OBTAIN APPROVAL FOR FACILITIES
.35 (OM) ANALYZES ORGANIZATION ACTIVITIES	5	1	4	1	1	5	1	4	(OM) TO ASCERTAIN EQUIPMENT NEEDS
.36 (PM) LISTENS TO STAFF	5	4	4	1	1	5	1	4	(OM) TO ASCERTAIN EQUIPMENT NEEDS
.37 (OM) READS CURRENT EQUIPMENT INVENTORY									(OM) TO IDENTIFY EQUIPMENT ON HAND
.38 (OM) COMPARES EQUIP ON HAND AND NEEDS	5	1	4	1	1	5	1	4	(OM) TO IDENTIFY EQUIP TO BE BOUGHT
.39 (OM) READS EQUIPMENT ORDER	5	1	4	1	1	5	1	4	(OM) TO APPROVE FOR PURCHASE
1.05 TO PLAN/PROGRAMS/PROJECTS									
.01 (OM) READS PROJECT REPORTS	5	1	4	1	1	5	1	5	(OM) TO IDENTIFY CURRENT WORK
.02 (PM) DISCUSSES PROJECTS/$ WITH STAFF	5	4	4	4	1	5	1	4	(OM) TO IDENTIFY FUTURE PRIORITIES
.03 (PM) SPEAKS TO STAFF	5	4	4	2	1	5	1	4	(OM) TO IDENTIFY PROJECT INTERESTS
.04 (PM) SPEAKS TO COLLEAGUES	5	4	4	2	1	5	1	4	(OM) TO BECOME INVOLVED IN NEW VENTURES
.05 (OM) COMPARES INTERESTS W ORGAN PHILOS	6	1	4	1	1	5	1	5	(OM) TO ENSURE COMPATIBILITY
.06 (UD) READS NEWSLETTERS, $ STATEMENTS	5	1	4	1	1	5	1	5	(OM) TO IDENTIFY POSSIBLE $ SOURCES
.07 (UD) READS BUDGET	5	1	4	1	1	5	1	4	(OM) TO IDENTIFY INTERNAL SUPPORT $
.08 (OM) SYNTHESIZES DISCUSSION	6	1	5	1	1	5	1	5	(OM) TO PROPOSE DEPT PROGRAMS/PROJECTS
.09 (OM) WRITES PAPER	6	1	5	1	1	5	1	5	(OM) TO PRESENT DEPT PROGRAMS/PROJECTS
.10 (PM) TALKS WITH STAFF	5	4	4	4	1	5	1	4	(OM) TO EVALUATE PROGS/PROJECTS PAPER
.11 (OM) IDENTIFIES CONSTRAINTS ON PROGS	6	1	5	1	1	5	1	4	(OM) TO DECIDE ON PROGRAM FEASIBILITY
.12 (OM) SELECTS PROGRAMS/PROJECTS FOR DEPT	6	1	5	1	1	5	1	4	(OM) TO PLAN WORK FOR YEAR
1.06 TO INITIATE FEDERALLY FUNDED PROJECT									
.01 (OM) READS ASSIGNED OUTLINE	5	1	4	1	1	4	1	4	(OM) TO CLARIFY GENERAL IDEA OF PROJECT
.02 (PM) ASKS QUESTIONS	5	2	4	2	1	4	1	4	(OM) TO CLARIFY GENERAL IDEA OF PROJECT
.03 (OM) WRITES TO AGENCY									(UD) TO REQUEST GUIDELINES FOR PROPOSAL
.04 (OM) READS PREVIOUS PROPOSALS	5	1	4	1	1	4	1	4	(OM) TO OBTAIN BACKGROUND INFORMATION
.05 (OM) ANALYZES PROPOSAL GUIDELINES	5	1	4	1	1	4	1	4	(OM) TO WRITE TEXT OF PROPOSAL
.06 (OM) WRITES DRAFT PROPOSAL	6	1	5	1	1	5	1	5	(OM) TO REQUEST FEDERAL FUNDS
.07 (OM) REWRITES PROPOSAL	6	1	5	1	1	5	1	5	(OM) TO ALIGN WITH UNIVERSITY INTEREST
.08 (OM) ANALYZES STAFF NEEDS	5	1	4	1	1	4	1	4	(OM) TO DETERMINE STAFF SALARY NEEDS
.09 (OM) ANALYZES PAY SCHEDULES									(OM) TO COMPUTE STAFF BUDGET
.10 (PM) IDENTIFIES APPROP STAFF	5	1	4	1	1	4	1	3	(PM) TO STAFF PROPOSED PROGRAM
.11 (OM) ASSESSES EQUIPMENT NEEDS									(OM) TO COMPUTE EQUIPMENT BUDGET
.12 (OM) ASSESSES MATERIALS NEEDS									(OM) TO COMPUTE MATERIALS BUDGET
.13 (OM) OPERATES ADDING MACHINE									(OM) TO COMPUTE TOTAL BUDGET
.14 (OM) SUBMITS PROPOSAL TO CONTRACTS OFFICE									(OM) TO ACQUIRE OVERHEAD FIGURES
.15 (OM) WRITES UP BUDGET									(OM) TO SUPPORT PROPOSAL
.16 (OM) CIRCULATES PROPOSAL									(OM) TO ACQUIRE APPROP SIGNATURES

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.17 (OM) SUBMITS PROPOSAL TO ADMINISTRATION									(OM) TO APPROVE FOR SUBMISSION
.18 (PM) DISCUSSES WITH JE PERSONNEL	6	4	5	4	1	5	1	4	(PM) TO NEGOTIATE DETAILS OF CHANGES
.19 (P) WRITES BROCHURE	5	1	4	1	1	4	1	4	(UD) TO DESCRIBE PROPOSED PROGRAM
1.07 TO FORMULATE POLICY FOR PROCEDURE & EQUIPMENT CHANGES IN CENTER									
.01 (OM) ANALYZES BUDGET COMMITMENT	6	1	5	1	1	5	1	5	(OM) TO DETERMINE COST CONSTRAINTS
.02 (OM) ANALYZES PROGRAM COMMITMENT	6	1	5	1	1	5	1	5	(OM) TO DETERMINE PROGRAM CONSTRAINTS
.03 (OM) ANALYZES USAGE PROJECTIONS	6	1	5	1	1	5	1	5	(OM) TO DETERMINE AV SERVICE NEEDS
.04 (OM) ANALYZES PAST PERFORMANCE	6	1	5	1	1	5	1	5	(OM) TO DETERMINE REVISIONS NEEDED
.05 (OM) WEIGHS ALL CONSTRAINTS	6	1	5	1	1	5	1	5	(OM) TO FORMULATE PLAN
.06 (OM) RECOMMENDS PROCEDURE CHANGES	6	1	5	1	1	5	1	5	(OM) TO MEET NEW POLICY
.07 (OM) RECOMMENDS EQUIPMENT CHANGES	6	1	5	1	1	5	1	5	(OM) TO MEET NEW POLICY
1.08 TO MONITOR AND CHANGE OPERATION OF CENTER									
.01 (PM) DISCUSSES WITH COURSE WRITERS	5	4	4	4	1	5	1	4	(D) TO INCREASE COURSE ILLUSTRATIONS
.02 (OM) READS WORK PLANS	5	1	4	1	1	5	1	4	(UD) TO INFORM OF WORK IN PROGRESS
.03 (OM) IDENTIFIES AREA OF WORK	6	1	5	1	1	6	1	5	(OM) TO ANTICIPATE DEVELOPMENTS
.04 (OM) CONCEPTUALIZES PLANS	7	1	5	1	1	6	1	5	(OM) TO ANTICIPATE DEVELOPMENTS
.05 (RT) RESEARCHES ELECTRONIC ILLUSTRATING	6	1	5	1	1	5	1	5	(OM) TO COORDINATE PRODUCTION UNIT
.06 (OM) DESIGNS LONG RANGE PLANS	6	1	5	1	1	6	1	5	(OM) TO COORDINATE PRODUCTION UNIT
.07 (OM) PROPOSES INFORMATION GATHERING	6	1	5	1	1	5	1	5	(OM) TO PROVIDE MODELS FOR MANAGEMENT
.08 (PM) DISCUSSES WITH TECHNICAL EXPERTS	5	4	4	4	1	5	1	4	(OM) TO DESIGN NEW ORGANIZATIONAL MODEL
.09 (OM) DESIGNS NEW ORGANIZATIONAL MODEL	6	1	5	1	1	5	1	4	(OM) TO IMPROVE ORGANIZATION
.10 (PM) PERSUADES MANAGEMENT	6	4	5	4	1	5	1	4	(OM) TO HIRE ADDITIONAL PERSONNEL
.11 (UD) MAKES FIELD TRIPS									(UD) TO OBSERVE NEW HARDWARE SYSTEMS
.12 (ES) EVALUATES NEW EQUIPMENT	5	1	4	1	1	5	1	5	(ES) TO ASSESS COMPATIBILITY
.13 (PM) PERSUADES MANAGEMENT	6	4	5	4	1	5	1	4	(OM) TO PURCHASE NEW HARDWARE
.14 (PM) EVALUATES ORGANIZATIONAL STRUCTURE	6	1	5	1	1	5	1	4	(P) TO DETERMINE NEED FOR NEW MODEL
1.09 TO IMPROVE COMMUNICATIONS IN CENTER									
.01 (P) DESIGNS FORMAT	5	1	5	1	1	5	1	5	(P) TO STANDARDIZE PUBLICATIONS
.02 (OM) PROPOSES NEW DOCUMENTATION	5	1	5	1	1	5	1	5	(OM) TO IMPROVE RESEARCH LIBRARY
.03 (OM) DEVELOPS NEW PROCEDURES	5	1	5	1	1	5	1	5	(UD) TO ROUTE INFORMATION
1.10 TO ADMINISTER TRAINING CENTER									
.01 (OM) ASSESSES EXPENDITURES	5	1	5	1	1	5	1	5	(OM) TO WRITE FINANCIAL PLAN
.02 (OM) JUSTIFIES EXPENDITURES	5	1	4	1	1	5	1	4	(OM) TO ACQUIRE FUNDS FOR OPERATION
.03 (OM) ASSESSES COST BENEFITS OF TRAINING	5	1	4	1	1	5	1	5	(UD) TO INFORM MANAGEMENT
.04 (OM) WRITES MEMOS TO MANAGEMENT	5	1	4	1	1	5	1	4	(OM) TO ACQUIRE FUNDS FOR OPERATION
.05 (PM) NEGOTIATES WITH MANAGEMENT	5	4	4	3	1	5	1	5	(OM) TO ACQUIRE FUNDS FOR OPERATION
.06 (PM) NEGOTIATES WITH MANAGEMENT	5	4	4	3	1	5	1	5	(OM) TO INSTITUTE OPEN PURCHASE ACCOUNT
.07 (PM) LISTENS TO STAFF DISCUSS PROBLEMS	5	4	4	4	1	5	1	4	(OM) TO RESOLVE ORGANIZATIONAL PROBLEMS

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
.08 (PM) ASKS QUESTIONS OF STAFF	5	4	4	4	1	5	1	4	(OM) TO RESOLVE ORGANIZATIONAL PROBLEMS
.09 (OM) MAKES DECISION ON ACTION	5	1	5	1	1	5	1	5	(OM) TO RESOLVE ORGANIZATIONAL PROBLEMS
.10 (P) ASSESSES DRAFT TRAINING MATERIALS	5	1	4	1	1	5	1	4	(P) TO MAKE PRODUCTION DECISION
.11 (OM) ROUTES INCOMING CORRESPONDENCE									(OM) TO ASSIGN FOR ACTION
.12 (OM) REVIEWS PURCHASE ORDERS									(OM) TO APPROVE FOR PURCHASE
.13 (OM) REVIEWS BILLS									(OM) TO CERTIFY FOR PAYMENT
.14 (OM) CONDUCTS STAFF MEETINGS	6	4	5	5	1	5	1	4	(UD) TO TRANSMIT INFO TO STAFF
1.11 TO ADMINISTER/DIRECT PROJECT									
.01 (OM) CONCEPTUALIZES IDEA FOR PROJECT	7	1	5	1	1	5	1	5	(OM) TO MEET PROGRAM GOALS
.02 (OM) RE-READS CONTRACT	5	1	4	1	1	5	1	5	(OM) TO DEFINE DESIRED OUTCOMES
.03 (OM) ANALYZES GOALS OF PROJECT	5	1	5	1	1	5	1	5	(OM) TO DEFINE NEEDED ACTIVITIES/PRODS
.04 (PM) SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4	(OM) TO ASCERTAIN AMT TIME NEEDED
.05 (PM) SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4	(OM) TO ASCERTAIN JOBS TO BE DONE
.06 (PM) SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	4	(OM) TO ASCERTAIN WORKERS NEEDED
.07 (OM) ASSESSES COST RESTRAINTS	5	1	5	1	1	5	2	4	(OM) TO DETERMINE LIMITS OF PROJECT
.08 (OM) WRITES TENTATIVE WORK PLAN	6	1	5	1	1	5	2	5	(OM) TO DESIGN PROJECT
.09 (OM) ASSIGNS STAFF TO PROJECT	6	4	5	5	1	5	1	4	(OM) TO MEET GOALS
.10 (OM) ANALYZES RELATIONS OF ACTIVITIES	5	1	5	1	1	5	2	5	(OM) TO DEVELOP PERT SCHEDULE
.11 (OM) ANALYZES TIME FOR EACH ACTIVITY	5	1	5	1	1	5	2	5	(OM) TO DEVELOP PERT SCHEDULE
.12 (OM) ANALYZES PROJECT LIMITS	5	1	5	1	1	5	2	5	(OM) TO DEVELOP PERT SCHEDULE
.13 (OM) ASSIGNS COMPLETION DATES	5	1	5	1	1	5	2	5	(OM) TO DESIGN PROJECT DEADLINES
.14 (OM) WRITES CHART									(OM) TO FORMALIZE PERT SCHEDULE
.15 (PM) SPEAKS TO TECHNICAL WORKERS	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN PERT CHART
.16 (PM) SPEAKS TO TECHNICAL WORKERS									(UD) TO INFORM OF DEADLINES
.17 (PM) SPEAKS TO TECHNICAL WORKERS	5	4	4	5	1	5	1	4	(PM) TO REVIEW PROGRESS PERIODICALLY
.18 (PM) OBSERVES STAFF WORK/PRODS	5	4	4	5	1	5	1	4	(PM) TO EVALUATE WORK PERFORMED
.19 (PM) LISTENS TO OUTSIDE INPUT	5	4	4	2	1	5	1	5	(OM) TO IMPROVE PRODUCT
.20 (OM) REVIEWS WORK IN PROGRESS	5	1	4	1	1	5	1	4	(UD) TO KEEP SELF INFORMED
.21 (PM) DISCUSSES W STAFF	5	4	4	5	1	5	1	5	(OM) TO SOLVE PROBLEMS RE PRODUCT
.22 (OM) COMPARES PROD/ACTS W GOALS	5	1	4	1	1	5	1	4	(OM) TO EVALUATE PROJECT PERFORMANCE
.23 (OM) ANALYZES PROBLEMS IN PROJECT	6	1	5	1	1	5	1	4	(OM) TO PLAN CHANGES IN PROJ DIRECTION
.24 (OM) MAKES DECISION TO TERMINATE PROJ	6	1	5	1	1	5	1	4	(OM) TO MINIMIZE WASTED EFFORT
.25 (OM) REVIEWS PROJECT PROGRESS	5	1	4	1	1	5	1	4	(OM) TO PRESENT REPT TO MGMT/CUSTOMER
.26 (OM) TRANSLATES TECHNICAL LANGUAGE	5	1	4	1	1	5	1	5	(UD) TO DESCRIBE PROJECT TO MGMT/CUST
.27 (PM) SPEAKS TO MGMT AND CUSTOMER	5	4	4	4	1	5	1	5	(UD) TO PRESENT PROJECT PROGRESS
.28 (OM) WRITES REPORT ON PROJECT	5	1	4	1	1	5	1	5	(UD) TO PRESENT PROGRESS TO MGMT/CUST
.29 (OM) COMPARES PROD/ACT W GOALS	5	1	4	1	1	5	1	4	(OM) TO ASSURE QUALITY OF WORK
.30 (OM) COMPARES PROD/ACT W GOALS	5	1	4	1	1	5	1	4	(OM) TO SUGGEST IMPROVEMENTS
.31 (OM) WRITES FINAL REPORT ON PROJ	5	1	4	1	1	5	1	5	(UD) TO DISSEMINATE FINDINGS
.32 (OM) EDITS REPORT ON PROJECT	5	1	4	1	1	5	1	5	(UD) TO DISSEMINATE FINDINGS

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
1.12 TO ADMINISTER TRAINING COURSE									
.01 (OM) WRITES ANNOUNCEMENTS									(UD) TO PUBLICIZE COURSE
.02 (OM) SCHEDULES CLASSROOMS									(SS) TO RESERVE FOR COURSE
.03 (PM) IDENTIFIES TEACHING PERSONNEL									(OM) TO ASSIGN TO COURSE
.04 (PM) DISCUSSES W. TEACHING PERSONNEL									(OM) TO CLARIFY TEACHING ASSIGNMENTS
.05 (ES) EVALUATES TEACHING	5	1	4	1	1	5	1	4	(PM) TO ASSESS WORK OF TEACHING PERS
.06 (PM) DISCUSSES W TEACHING PERSONNEL									(ES) TO EVALUATE SUCCESS OF COURSE
1.13 TO DEVELOP MODEL FOR ECONOMIC ANALYSIS OF TRAINING									
.01 (RT) RESEARCHES APPROACHES	6	1	5	1	1	5	1	5	(RT) TO IDENTIFY MOST APPROPRIATE
.02 (OM) ANALYZES COST FACTORS IN TRAINING	6	1	5	1	1	5	1	5	(OM) TO DEVELOP LIST OF TRAINING COSTS
.03 (OM) COMPARES EMPLOYEE WORTH TO COST	6	1	5	1	1	5	1	5	(OM) TO COMPUTE RATIO OF TRAINING COSTS
.04 (OM) DESIGNS SYSTEM	6	1	5	1	1	5	1	5	(OM) TO DETERMINE VALUE OF TRAINING
.05 (OM) ESTIMATES CHANGES IN TRAINING	6	1	5	1	1	5	1	5	(OM) TO IMPROVE VALUE OF TRAINING
1.14 TO DESIGN FINANCIAL STRUCTURE									
.01 (OM) READS HISTORY OF ORGANIZATION	7	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.02 (OM) READS BOARD REQUIREMENTS	7	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.03 (OM) READS FEDERAL PROJECT REQUIREMENTS	7	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.04 (OM) READS BOOKKEEPING DEPT PROCEDURES	7	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.05 (OM) ANALYZES HOW TO GET FINANCIAL INFO	6	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.06 (OM) ANALYZES DECISIONS BASED ON FINAN	6	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.07 (OM) ANALYZES NEEDED CONTROLS ON FINAN	6	1	5	1	1	5	1	5	(OM) TO IDENTIFY ORGANIZATION NEEDS
.08 (OM) SYNTHESIZES SEVERAL NEED FACTORS	6	1	5	1	1	5	1	5	(OM) TO DEFINE STRUCT. PARAMETERS
.09 (PM) DISCUSSES WITH AUDITOR	5	4	4	4	1	5	1	4	(OM) TO IDENTIFY STATE REGULATIONS
.10 (PM) DISCUSSES WITH AUDITOR	5	4	4	4	1	5	1	4	(OM) TO IDENTIFY FEASIBLE STRUCTS.
.11 (PM) DISCUSSES WITH AUDITOR	5	4	4	4	1	5	1	4	(OM) TO IDENTIFY ACCEPTABLE STRUCTS.
.12 (OM) ANALYZES ACCEPTABLE STRUCTURES	6	1	5	1	1	5	1	5	(OM) TO MATCH WITH PARAMETERS
.13 (OM) COMPARES STRUCT/PARAM MATCHES	6	1	5	1	1	5	1	5	(OM) TO SELECT FINANCIAL STRUCTURE
1.15 TO ESTIMATE AV CENTER BUDGET									
.01 (OM) ANALYZES PAST PERFORMANCE	6	1	5	1	1	5	3	5	(OM) TO DETERMINE REVISIONS NEEDED
.02 (OM) ANALYZES CENTER INVENTORIES	5	1	4	1	1	4	3	4	(OM) TO LIST STAFF, EQUIP & MATERIALS
.03 (OM) ANALYZES PROGRAM PROJECTIONS	5	1	4	1	1	4	3	4	(OM) TO DETERMINE ADDITIONS NEEDED
.04 (OM) LISTS STAFF TIME AND RATES	5	1	4	1	1	4	3	4	(OM) TO DETERMINE STAFF BUDGET
.05 (OM) LISTS EQUIPMENT NEEDS AND COSTS	5	1	4	1	1	4	3	4	(OM) TO DETERMINE EQUIPMENT BUDGET
.06 (OM) LISTS MATERIALS NEEDS AND COSTS	5	1	4	1	1	4	3	4	(OM) TO DETERMINE MATERIALS BUDGET
.07 (OM) TOTALS COSTS	5	1	4	1	1	4	3	4	(OM) TO DETERMINE TOTAL BUDGET
.08 (PM) GIVES INSTRUCTIONS TO SECRETARY									(OM) TO HAVE BUDGET TYPED
.09 (OM) CHECKS TYPED BUDGET									(OM) TO ENSURE CORRECT

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
1.16 TO PREPARE ANNUAL BUDGET									
.01 (OM) READS STATE LEGAL REQUIREMENTS	5	1	5	1	1	5	1	5	(OM) TO IDENTIFY BUDGETING CALENDAR
.02 (OM) WRITES MEMO TO SUBORDINATES	5	1	4	1	1	4	1	4	(OM) TO REQUIRE BUDGET SUBMISSIONS
.03 (OM) ANALYZES BUDGET SUBMISSIONS	5	1	4	1	1	4	1	4	(OM) TO IDENTIFY OPERATIONAL REQUIRES.
.04 (OM) ANALYZES BUDGET SUBMISSIONS	5	1	4	1	1	4	[illegible]	4	(OM) TO IDENTIFY NEW PROGRAMS
.05 (OM) COMPARES PAST & PRES. BUDGETS	5	1	4	1	1	4	1	4	(OM) TO APPROVE/DISAPPROVE BUDGET
.06 (OM) COMPARES BUDGET & PAST PERF.	5	1	4	1	1	4	1	4	(OM) TO APPROVE/DISAPPROVE BUDGET
.07 (OM) COMPILES SUB-BUDGETS	5	1	4	1	1	4	3	4	(OM) TO DEVELOP BUDGET DRAFT
.08 (PM) DISCUSSES WITH ADVISORY COMM	5	4	4	4	1	5	1	4	(OM) TO EVAL. PROGRAM IMPROVEMENTS
.09 (OM) INCORPORATES IMPROVEMENT IN BUDGET	5	1	4	1	1	5	1	4	(OM) TO DEVELOP FINAL BUDGET
.10 (OM) SENDS BUDGET TO CTY. SUPT.									(OM) TO HAVE BUDGET EVALUATED
.11 (PM) DISCUSSES BUDGET WITH CTY. SUPT.	5	4	4	4	1	5	1	4	(OM) TO HAVE BUDGET EVALUATED
1.17 TO SUPERVISE COOPERATIVE PURCHASING									
.01 (PM) MEETS WITH DIST PURCHASING AGENTS	6	4	5	4	1	5	1	5	(OM) TO DETERMINE IF CHANGES IN POLICY
.02 (OM) SENDS ORDER FORMS TO DISTRICTS									(OM) TO INITIATE PURCHASING CYCLE
.03 (CM) RECEIVES FORMS FROM DISTRICT									(OM) TO COMPILE COUNTY TOTALS
.04 (PM) SUPERVISES ANALYSIS OF FORMS	5	4	5	5	1	5	1	4	(OM) TO COMPILE COUNTY TOTALS
.05 (OM) READS MAINTAINENCE REPORTS	5	1	4	1	1	5	1	4	(ES) TO SELECT BRANDS OF AV EQUIP
.06 (OM) READS NEW PRODUCT REPORTS	5	1	4	1	1	5	1	4	(ES) TO SELECT BRANDS OF AV EQUIP
.07 (ES) COMPARES DIFFERENT BRANDS	5	1	4	1	1	5	1	4	(ES) TO SELECT BRANDS OF AV EQUIP
.08 (OM) WRITES BID FORMS FOR CONTRACTORS	5	1	4	1	1	5	1	4	(OM) TO OBTAIN BIDS ON EQUIPMENT
.09 (PM) SUPERVISES SENDING OF BID FORMS	5	4	5	5	1	5	1	4	(OM) TO OBTAIN BIDS ON EQUIPMENT
.10 (OM) COMPILES BIDS FROM CONTRACTORS									(OM) TO OBTAIN BIDS ON EQUIPMENT
.11 (OM) OPENS BIDS IN PUBLIC									(OM) TO OBTAIN BIDS ON EQUIPMENT
.12 (OM) COMPARES BIDS	6	1	5	1	1	5	1	4	(OM) TO SELECT EQUIP/MATS VENDORS
.13 (OM) LAYS OUT SAMPLES									(OM) TO SELECT EQUIP/MATS VENDORS
.14 (ES) COMPARES SAMPLES	6	1	5	1	1	5	1	4	(OM) TO SELECT EQUIP/MATS VENDORS
.15 (CM) ANALYZES PRODUCT/COST RELATS	6	1	5	1	1	5	1	4	(OM) TO SELECT EQUIP/MATS VENDORS
.16 (PM) RECOMMENDS TO COMMITTEE	6	1	5	1	1	5	1	4	(OM) TO SELECT EQUIP/MATS VENDORS
.17 (UD) WRITES REPORT TO BD OF EDUCATION	5	1	4	1	1	5	1	5	(OM) TO INDICATE VENDOR SELECTIONS
.18 (OM) READS NOTIFICATION FROM BD									(OM) TO APPROVE VENDOR SELECTIONS
.19 (PM) SUPERVISES SECRETARY									(OM) TO PREPARE PURCHASE ORDERS
.20 (OM) SPECIFIES DELIV TIME/PLACE									(OM) TO PREPARE PURCHASE ORDERS
.21 (OM) SIGNS FORMS									(OM) TO PREPARE PURCHASE ORDERS
.22 (PM) CALLS WAREHOUSE									(OM) TO RENT WAREHOUSE FOR STORAGE
.23 (PM) CALLS PERSONNEL OFFICE									(PM) TO HIRE SHIPPING PERSONNEL
.24 (PM) SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4	(OM) TO RECEIVE EQUIP/MATS
.25 (PM) SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4	(SS) TO STORE EQUIP/MATS
.26 (PM) SUPERVISES PERSONNEL	5	4	5	5	1	5	1	4	(SS) TO REDISTRIBUTE EQUIP/MATS
.27 (PM) SUPERVISES SECRETARY	5	4	5	5	1	5	1	4	(OM) TO BILL DISTRICTS

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)

Task	WI	S	D	P	T	R	M	L	Purpose
.28 (PM) SUPERVISES BOOKKEEPER	5	4	5	5	1	5	1	4	(OM) TO CREDIT DISTRICT ACCOUNTS
1.18 TO PURCHASE AV MATERIALS									
.01 (PM) DISCUSSES WITH PRINCIPALS	5	1	4	4	1	4	1	3	(D) TO DETERMINE NEEDS
.02 (OM) ANALYZES BUDGET									(OM) TO DETERMINE MONEY AVAILABLE
.03 (ES) ASSESSES REQUESTS FOR NEW EQUIP/MATS									(OM) TO DETERMINE PURCHASE PRIORITY
.04 (OM) WRITES LETTERS TO MANUFS									(OD) TO REQUEST CATALOGS
.05 (OM) ANALYZES PURCHASE REQUESTS									(OM) TO DETERMINE WHICH CAT TO SEARCH
.06 (OM) SEARCHES CATALOGS									(ES) TO IDENTIFY APPROP MATERIALS
.07 (OM) COMPARES LIST PRICES	5	1	4	1	1	5	2	4	(OM) TO DETERMINE BEST PRICE
.08 (PM) CALLS PRODUCER									(SS) TO ASCERTAIN CORRECT TITLE
.09 (OM) ARRANGES MATERIALS REQUESTED									(OM) TO GROUP ORDER LIST
.10 (OM) LISTS MATERIALS/EQUIP COSTS									(OM) TO COMPILE ORDER LIST FOR PURCHASE
.11 (OM) OPERATES TYPEWRITER									(OM) TO TYPE ORDER LIST
.12 (OM) SUBMITS ORDER LIST TO MANAGEMENT									(OM) TO GET APPROVAL
.13 (OM) ASSIGNS PURCHASE ORDER NUMBER									(OM) TO ASSURE PAYMENT
.14 (PM) INFORMS SECRETARY									(OM) TO ORDER FILM FOR PURCHASE
.15 (OM) FILLS OUT ORDER FORM									(OM) TO ORDER MATERIALS
.16 (OM) MAILS ORDER FORM TO MANUF									(OM) TO PLACE MATERIALS ORDER
.17 (PM) CALLS MANUFACTURER									(OM) TO ASSURE RUSH ORDER
.18 (PM) CALLS UNIT ORDERING MATS									(OM) TO INFORM OF MANUF DELAY
.19 (OM) FILES PURCHASE ORDERS									(OM) TO KEEP TRACK OF THOSE NOT RECD
.20 (OM) WRITES LETTERS TO MANUFS									(OM) TO REMIND OF BACK ORDERS
.21 (OM) MAKES DECISION TO NOTIFY MANUF	5	1	4	1	1	5	1	4	(OM) TO CANCEL LATE ORDERS
.22 (OM) WRITES LETTER TO MANUF	5	1	4	1	1	5	1	5	(OM) TO CANCEL LATE ORDERS
.23 (OM) COMPARES NEW MATERIALS W INVOICE									(OM) TO CHECK THAT ORDER COMPLETE
.24 (OM) WRITES LETTERS TO MANUFS									(OM) TO CORRECT WRONG ORDERS
1.19 TO KEEP PURCHASE ORDER ACCOUNTS									
.01 (OM) CHECKS INVOICE WITH PURCHASE ORDER									(OM) TO ENSURE BOTH ARE CORRECT
.02 (OM) DEDUCTS AMOUNT OF PURCHASE									(OM) TO RECORD CURRENT BALANCE
.03 (OM) OPERATES CARD PUNCH MACHINE									(OM) TO RECORD PURCHASE
1.20 TO KEEP MATERIALS FILES CURRENT									
.01 (OM) WRITES MEMOS TO DEPARTMENTS									(OM) TO REQUEST REVIEW OF EXTANT MATS
.02 (ES) ANALYZES EXTANT TEACHING AIDS									(SS) TO REMOVE OUT OF DATE MATERIALS
.03 (OM) COMPARES EXTANT LIST W PREVIOUS									(OM) TO COMPILE LIST OF NEW MATS
.04 (OM) COMPILES INFO ON NEW MATS									(OM) TO ADD TO FILES
.05 (OM) OPERATES TYPEWRITER									(OM) TO UPDATE FILE CARDS
.06 (OM) FILES NEW INFO									(OM) TO UP-DATE FILES

1. ORGANIZATION MANAGEMENT FUNCTION (CONTD)

WI S D P T R M L

1.21 TO PROVIDE SECRETARIAL SERVICE IN AV CENTER

.01	(OM) USES TELEPHONE	(UD) TO ANSWER ROUTINE QUESTIONS
.02	(OM) USES TELEPHONE	(OM) TO MAKE APPOINTMENTS
.03	(OM) USES TELEPHONE	(PM) TO CALL REPAIRMAN
.04	(OM) OPERATES TYPEWRITER	(OM) TO TYPE REPAIR REQUEST
.05	(OM) OPERATES TYPEWRITER	(OM) TO PRODUCE COPY OF BUSINESS LETTER
.06	(OM) OPERATES TYPEWRITER	(OM) TO TYPE PURCHASE ORDERS
.07	(OM) OPERATES TYPEWRITER	(OM) TO TYPE EQUIPMENT LIST
.08	(OM) OPERATES ADDING MACHINE	(OM) TO TOTAL MONTHLY EXPENDITURES
.09	(OM) PUTS STAPLES ON FOLDER	(OM) TO MAKE STORAGE ENVELOPES
.10	(OM) FILES PURCHASE ORDERS AND VOUCHERS	(OM) TO KEEP RECORDS/FILES
.11	(OM) FILES USED PRINTING MASTERS	(OM) TO KEEP RECORDS/FILES

1.22 TO PROVIDE SECRETARIAL SERVICE FOR TV STATION

.01	(PM) OPERATES TELEPHONE	(UD) TO ANSWER QUESTIONS RE STATION
.02	(OM) OPERATES TYPEWRITER	(OM) TO TYPE PROMOTIONAL MATERIAL
.03	(OM) SORTS INCOMING MAIL	(UD) TO DISTRIBUTE IN BOXES
.04	(PM) TALKS WITH STAFF	(SS) TO INITIATE SEARCH FOR FILM
.05	(OM) OPERATES TYPEWRITER	(OM) TO TYPE BROADCAST LOGS
.06	(OM) FILES BROADCAST LOG	(OM) TO MAINTAIN RECORD
.07	(OM) WRITES IN CORRECTIONS	(SS) TO AMEND PROGRAM SCHEDULE
.08	(OM) OPERATES TELEX MACHINE	(PM) TO COMMUNICATE WITH NETWORK
.09	(OM) FILES TELEX SHEETS	(OM) TO MAINTAIN RECORD

2. PERSONNEL MANAGEMENT FUNCTION	WI	S	D	P	T	R	M	L	
2.01 TO STAFF PROJECTS									
.01 (OM) ANALYZES GOALS OF PROJECT	6	1	5	1	1	5	1	5	(OM) TO DEFINE ACTIVITIES TO BE DONE
.02 (OM) ANALYZES BUDGET	5	1	4	1	1	5	3	4	(OM) TO DETERMINE RESOURCES AVAILABLE
.03 (OM) TRANSLATES PROJECT ACTIVITIES	5	1	4	1	1	5	1	5	(OM) TO DEVELOP JOB DESCRIPTIONS
.04 (OM) ESTIMATES STAFF NEEDS	5	1	4	1	1	4	1	4	(OM) TO FILL DESCRIBED JOBS
.05 (PM) CALLS PLACEMENT AGENCY									(UD) TO INFORM OF STAFF NEEDS
.06 (PM) CALLS COLLEAGUES									(UD) TO INFORM OF STAFF NEEDS
.07 (OM) READS RESUMES	5	1	4	1	1	4	1	4	(PM) TO SELECT APPLICANTS FOR INTERVIEW
.08 (OM) SELECTS SHORT LIST OF APPLICANTS	5	1	4	1	1	4	1	4	(PM) TO DO INITIAL INTERVIEWING
.09 (PM) CALLS APPLICANTS									(OM) TO SET TIME & PLACE FOR INTERVIEW
.10 (PM) DESCRIBES PROJECT & COMPANY	5	2	3	4	1	4	1	4	(PM) TO INITIATE JOB INTERVIEW
.11 (PM) QUESTIONS APPLICANT	5	2	4	4	1	4	1	4	(PM) TO ASCERTAIN QUALIFICATIONS
.12 (OM) EVALUATES APPLICANTS	6	1	4	1	1	5	1	4	(OM) TO MAKE STAFF SELECTION
.13 (PM) CALLS SELECTED APPLICANT									(OM) TO NOTIFY OF SELECTION
.14 (OM) WRITES FORM LETTER									(OM) TO INFORM APPLICANTS OF REJECTION
.15 (PM) TELLS SECRETARY									(OM) TO TRANSMIT LETTER TO APPLICANTS
2.02 TO STAFF TRAINING CENTER									
.01 (OM) IDENTIFIES AREA OF WORK	7	1	5	1	1	6	1	5	(OM) TO DEFINE STAFF NEED
.02 (OM) ANALYZES BUDGET	5	1	4	1	1	5	3	4	(OM) TO DETERMINE RESOURCES AVAILABLE
.03 (OM) WRITES MEMOS	6	1	5	1	1	5	1	5	(OM) TO DESCRIBE NEED FOR NEW POSITION
.04 (OM) WRITES POSITION DESCRIPTION	5	1	4	1	1	5	1	5	(OM) TO GET JOB CLASSIFICATION
.05 (OM) WRITES DESCRIPTION OF POSITION	5	1	4	1	1	5	1	5	(UD) TO ADVERTISE THE VACANCY
.06 (OM) REVIEWS APPLICATION FORMS	5	1	4	1	1	5	1	4	(PM) TO SELECT APPLICANTS FOR INTERVIEW
.07 (PM) INTERVIEWS JOB APPLICANTS	5	4	4	4	1	5	1	4	(PM) TO SELECT MOST SUITABLE
.08 (OM) WRITES MEMOS	5	1	5	1	1	5	1	5	(OM) TO ADVISE HIRING
.09 (PM) CALLS PERSONNEL DEPARTMENT	5	4	4	4	1	5	1	4	(OM) TO SPEED APPLICATION PROCESSING
2.03 TO CONDUCT TRAINING OF NEW STAFF ON GEN OFFICE PROCEDURES									
.01 (RT) GATHERS OFFICE PROC INFO									(D) TO DETERMINE GOALS OF TRAINING
.02 (OM) WRITES PAPER	5	1	5	1	1	5	1	5	(D) TO SET UP GOALS OF TRAINING
.03 (OM) WRITES PROCEDURAL MANUAL	5	1	4	1	1	5	1	5	(PM) TO INFORM NEW EMPLOYEES
.04 (OM) REVIEWS NEW EMPLOYEE PAPERS									(OM) TO DETERMINE SIZE/NO SESSIONS
.05 (PM) CALLS BLDG COORDINATOR									(OM) TO ARRANGE FOR ROOM
.06 (P) DRAWS ROUGH SKETCHES	5	6	4	1	1	5	1	4	(D) TO DESIGN VISUALS FOR TRAINING
.07 (PM) CALLS PRODUCTION UNIT									(OM) TO ARRANGE FOR PROD OF VISUALS
.08 (OM) GATHERS EMPLOYEE INFO									(OM) TO DISTRIBUTE TO NEW EMPL
.09 (PM) TALKS W NEW EMPLOYEES									(PM) TO INFORM OF PROCEDURES
.10 (OM) DISTRIBUTES INFO									(UD) TO GET INFORM TO EMPLOYEES
.11 (ES) EVALUATES SESSION	6	1	5	1	1	5	1	4	(ES) TO DETERMINE SUCCESS

2. PERSONNEL MANAGEMENT FUNCTION (CONTD)

2. PERSONNEL MANAGEMENT FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
2.04 TO SET UP ON-JOB TRAINING SEMINARS									
.01 (OM) ANALYZES UNIT REQUEST	5	1	4	1	1	5	1	4	(OM) TO DETERMINE NEED FOR TRAINING
.02 (OM) WRITES POSITION PAPER	5	1	4	1	1	5	1	5	(D) TO SET GOALS OF TRAINING
.03 (PM) CALLS UNIT HEAD									(ES) TO DETERMINE ACCURACY OF GOALS
.04 (PM) CALLS UNIT HEAD									(PM) TO ASK RECOMMENDATIONS ON TRAINER
.05 (PM) EVALUATES RECOMMENDATIONS	5	1	4	1	1	5	1	4	(PM) TO DETERMINE BEST TRAINER
.06 (PM) CALLS TRAINER CHOSEN									(PM) TO NOTIFY OF SELECTION
.07 (OM) WRITES NOTICE	5	1	4	1	1	5	1	5	(UD) TO PUBLICIZE TRAINING
.08 (OM) EVALUATES APPLICATIONS	5	1	4	1	1	5	1	4	(PM) TO DETERMINE TRAINEES
.09 (ES) ATTENDS TRAINING SESSION	6	1	4	1	1	5	1	4	(ES) TO DETERMINE PROGRESS/RELEVANCE
2.05 TO IMPROVE COMMUNICATIONS BETWEEN TECHNICIANS AND ARTISTS									
.01 (OM) CHOOSES SUBJECT MATTER	5	1	5	1	1	5	1	4	(PM) TO ENCOURAGE SEMINAR DISCUSSION
.02 (OM) SELECTS TIME AND PLACE									(OM) TO HOLD SEMINAR
.03 (OM) WRITES NOTICE									(UD) TO PUBLICIZE SEMINAR
.04 (P) DESIGNS ART KIT	5	1	5	1	1	5	1	4	(UD) TO DEMONSTRATE TECHNICAL DETAILS
.05 (UD) CONDUCTS SEMINAR	5	2	3	4	1	5	1	5	(UD) TO ENCOURAGE DISCUSSION
2.06 TO SUPERVISE PERSONNEL IN TRAINING CENTER									
.01 (PM) DISCUSSES WITH NEW STAFF	6	4	5	5	1	5	1	5	(OM) TO DEVELOP PERFORMANCE CRITERIA
.02 (PM) DISCUSSES WITH STAFF	5	4	4	4	1	5	1	4	(PM) TO EVALUATE WORK PERFORMED
.03 (PM) EVALUATES EMPLOYEE PERFORMANCE	5	4	4	5	1	5	1	4	(PM) TO ASSESS EMPLOYEE PROGRESS
.04 (PM) EVALUATES EMPLOYEE PERFORMANCE	5	4	4	5	1	5	1	5	(PM) TO WRITE EVALUATION REPORT
.05 (OM) WRITES RECOMMENDATIONS	5	1	4	1	1	5	1	5	(PM) TO SUGGEST PROMOTIONS & AWARDS
.06 (PM) NEGOTIATES WITH PERSONNEL DEPT	5	4	4	4	1	5	1	5	(PM) TO SUGGEST PROMOTIONS & AWARDS
.07 (PM) DISCUSSES WITH STAFF	5	4	4	5	1	5	1	4	(OM) TO REVISE WORK PLANS
.08 (OM) ASSESSES WORK TO BE PERFORMED	5	4	4	5	1	5	1	4	(PM) TO APPROVE REQUESTS FOR LEAVE
.09 (OM) CONDUCTS STAFF MTGS	5	4	4	5	1	5	1	5	(PM) TO RELAY ADMIN DIRECTIVES
2.07 TO SUPERVISE GRAPHICS UNIT									
.01 (OM) REVIEWS JOB APPLICATIONS	5	1	4	1	1	5	1	4	(PM) TO MAKE RECOMMENDATIONS
.02 (OM) MAKES RECOMMENDATIONS TO DIRECTOR									(PM) TO ASSIST IN HIRING
.03 (PM) ASSESSES STAFF WORK	5	4	4	5	1	5	1	5	(PM) TO WRITE PERFORMANCE REPTS
.04 (PM) WRITES PERFORMANCE REPORTS									(PM) TO INFORM SUPERVISOR
.05 (PM) DISCUSSES WORK LOAD W STAFF	5	4	4	4	1	5	1	4	(OM) TO DETERMINE ASSIGNS
.06 (OM; ASSIGNS WORK TO STAFF									(OM) TO MEET GOALS OF UNIT
.07 (PM) SUPERVISES STAFF									(OM) TO ENSURE WORK IS COMPLETED
.08 (PM) DISCUSSES W STAFF	5	4	4	5	1	5	1	5	(PM) TO RELAY/INTERPRET ADMIN REGS

2. PERSONNEL MANAGEMENT FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
2.08 TO SUPERVISE STUDENT WORKERS									
.01 (PM) DISCUSSES W STAFF	5	4	4	4	1	5	1	4	(OM) TO DETERMINE WORK ASSIGNS
.02 (PM) CONVERSES W STUDENTS	5	4	5	5	1	5	1	4	(OM) TO ASSIGN WORK AREAS
.03 (UD) DEMONSTRATES EQUIPMENT OPERATION									(UD) TO TRAIN STUDENT WORKERS
.04 (OM) COMPUTES TIME WORKED									(OM) TO DETERMINE PAYMENT
.05 (PM) EVALUATES STUDENT PERFORMANCE	5	4	4	5	1	5	1	5	(OM) TO WRITE EVALUATION REPORT
2.09 TO FIRE PERSONNEL									
.01 (PM) REVIEWS WORKER EVAL REPTS	5	1	4	1	1	5	1	4	(PM) TO DETERMINE ACCEPT OF WORK
.02 (PM) DISCUSSES W SUPERVISOR	5	4	4	2	1	5	1	4	(PM) TO DETERMINE VALIDITY OF REPTS
.03 (PM) DISCUSSES W WORKER	5	4	4	2	1	5	1	4	(PM) TO DETERMINE VALIDITY OF REPTS
.04 (PM) DISCUSSES W PEERS	5	4	4	2	1	5	1	4	(PM) TO DETERMINE VALIDITY OF REPTS
.05 (PM) MAKES DECISION	6	1	5	1	1	5	1	4	(PM) TO FIRE OR NOT

3. RESEARCH-THEORY FUNCTION

3.01 TO CONCEPTUALIZE THEORETICAL MODELS

	WI	S	D	P	T	R	M	L	
.01 (RT) PERCEIVES PROBLEM IN FIELD									(RT) TO IDENTIFY GENERAL RESEARCH PROBLEM
.02 (RT) ANALYZES GENERAL PROBLEM	7	1	5	1	1	6	1	5	(RT) TO IDENTIFY SPECIFIC PROBLEM AREAS
.03 (RT) SELECTS PROBLEM AREAS	6	1	4	1	1	6	1	5	(RT) TO LIMIT SPECIFIC PROBLEM
.04 (RT) ANALYZES PROBLEM AREAS	6	1	5	1	1	6	1	5	(RT) TO DEFINE SPECIFIC PROBLEM
.05 (RT) COMBINES SPECIFIC PROBLEM FACTORS	5	1	4	1	1	5	1	5	(RT) TO MAKE CONCISE PROBLEM DEFINITION
.06 (RT) TRANSLATES PROBLEM STATEMENT	6	1	5	1	1	6	1	5	(RT) TO IDENTIFY SOLUTION PARAMETERS
.07 (RT) READS PROBLEM/SOLUTION PARAMETERS	6	1	5	1	1	6	1	5	(RT) TO BRAINSTORM SOLUTIONS
.08 (PM) DISCUSSES PROBLEM WITH COLLEAGUES	6	4	5	4	1	6	1	5	(RT) TO BRAINSTORM SOLUTIONS
.09 (RT) WRITES IDEAS ON CHALKBOARD	6	1	5	1	1	6	1	5	(RT) TO BRAINSTORM SOLUTIONS
.10 (RT) COMBINES IDEAS	7	1	6	1	1	6	1	5	(RT) TO GENERATE NEW IDEAS
.11 (RT) TRANSLATES IDEAS TO OTHER FORMS	7	1	6	1	1	6	1	5	(RT) TO GENERATE NEW IDEAS
.12 (RT) SEEKS OUT RESEARCH INFORMATION	6	1	4	1	1	5	1	5	(RT) TO SUPPORT/NEGATE ALTERNATIVE IDEAS
.13 (RT) SEEKS OUT RESEARCH INFORMATION	7	1	6	1	1	6	1	5	(RT) TO GENERATE UNTHOUGHT-OF IDEAS
.14 (RT) COMPARES SOLUTIONS/INFORMATION	5	1	4	1	1	5	1	5	(RT) TO EVALUATE PROPOSED SOLUTIONS
.15 (RT) COMPARES SOLUTIONS/INFORMATION	6	1	5	1	1	6	1	5	(RT) TO GENERATE NEW SOLUTIONS
.16 (RT) SYNTHESIZES PROPOSED SOLUTIONS	6	1	5	1	1	6	1	5	(RT) TO CONVERGE ON TENTATIVE MODEL
.17 (PM) DISCUSSES MODEL WITH COLLEAGUES	5	4	4	4	1	5	1	5	(RT) TO RUN REALITY TEST OF MODEL
.18 (RT) COMPARES MODEL WITH KNOWN DATA	5	1	4	1	1	5	1	5	(RT) TO RUN REALITY TEST OF MODEL
.19 (RT) ANALYZES REALITY TEST RESULTS	5	1	4	1	1	5	1	5	(RT) TO REVISE MODEL
.20 (UD) WRITES PAPER	6	1	5	1	1	5	1	5	(UD) TO DESCRIBE MODEL

3.02 TO CONDUCT RESEARCH PROJECT

	WI	S	D	P	T	R	M	L	
.01 (RT) IDENTIFIES GENERAL PROBLEM	7	1	6	1	1	6	1	5	(RT) TO PROVIDE BASIS FOR RESEARCH STUDY
.02 (UD) READS JOURNALS	5	1	4	1	1	4	1	4	(UM) TO IDENTIFY APPROP FUNDING SOURCES
.03 (PM) CONTACTS COLLEAGUES	5	4	4	2	1	4	1	4	(CM) TO IDENTIFY APPROP FUNDING SOURCES
.04 (P) WRITES PROPOSAL	6	1	5	1	1	5	1	5	(OM) TO OBTAIN FUNDS FOR RESEARCH STUDY
.05 (RT) FORMULATES SPECIFIC HYPOTHESIS	7	1	5	1	1	6	1	5	(RT) TO CONDUCT RESEARCH STUDY
.06 (RT) DESIGNS RESEARCH METHODOLOGY	6	1	5	1	1	5	4	5	(RT) TO TEST HYPOTHESIS
.07 (RT) READS PROPOSAL	5	1	4	1	1	5	1	5	(RT) TO IDENTIFY PROJECT OBJECTIVES
.08 (RT) ANALYZES OBJECTIVES	5	1	4	1	1	5	1	5	(RT) TO DEFINE PROJECT ACTIVITIES
.09 (OM) ANALYZES ACTIVITIES	5	1	5	1	1	5	1	4	(OM) TO DETERMINE TIME FOR EA ACTIV
.10 (OM) COMBINES TIMES									(OM) TO DEVELOP PROJECT TIMELINE
.11 (OM) DEVELOPS BUDGET									(OM) TO SUPPORT RESEARCH PROJECT
.12 (OM) TRANSMITS PROPOSAL TO FUNDING									(OM) TO OBTAIN FUNDS FOR RESEARCH STUDY
.13 (PM) NEGOTIATES WITH FUNDING SOURCE	5	4	4	6	1	5	1	5	(OM) TO CLARIFY DETAILS OF PROPOSAL
.14 (OM) READS RESUMES OF CURRENT STAFF	5	1	4	1	1	5	1	4	(PM) TO IDENTIFY POSSIBLE PROJECT STAFF
.15 (PM) SPEAKS TO CURRENT STAFF	5	4	4	2	1	5	1	4	(PM) TO IDENTIFY POSSIBLE PROJECT STAFF
.16 (OM) COMPARES CAPABILITIES W/ NEEDS	6	1	5	1	1	5	1	4	(PM) TO SELECT PROJECT STAFF
.17 (OM) MATCHES STAFF TO ACTIVITIES	5	1	4	1	1	5	1	4	(OM) TO IDENTIFY GAPS IN STAFF
.18 (OM) READS FILE OF PROSPECTIVE STAFF	5	1	4	1	1	5	1	4	(PM) TO ATTEMPT TO FILL STAFF GAPS

3. RESEARCH-THEORY FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.19	(PM)	SPEAKS WITH PROSPECTIVE STAFF	5	4	4	5	1	5	1	4	(PM)	TO EVALUATE QUALIFICATIONS
.20	(PM)	COMPARES APPLICANTS	6	1	5	1	1	5	1	4	(PM)	TO SELECT STAFF
.21	(PM)	HIRES PERSONNEL	5	4	4	5	1	5	1	4	(PM)	TO STAFF RESEARCH PROJECT
.22	(UD)	EXPLAINS PROJECT TO STAFF	5	4	4	4	1	5	1	5	(UD)	TO TRAIN STAFF
.23	(UD)	EXPLAINS TASKS TO BE DONE	5	4	4	4	1	5	1	5	(UD)	TO TRAIN STAFF
.24	(PM)	CONTACTS INDIVIDUALS OR SCHOOLS									(OM)	TO OBTAIN SUBJECTS FOR STUDY
.25	(RT)	DEVELOPS TREATMENT	6	1	5	1	1	5	4	5	(RT)	TO CREATE EXPERIMENTAL CONDITIONS
.26	(RT)	DEVELOPS INSTRUMENTS	6	1	5	1	1	5	4	5	(RT)	TO MEASURE EFFECTS OF TREATMENTS
.27	(RT)	ADMINISTERS TREATMENT/INSTRUMENT	5	4	4	2	1	4	1	4	(RT)	TO COLLECT DATA
.28	(RT)	COLLATES DATA									(RT)	TO MEASURE EFFECTS OF TREATMENTS
.29	(RT)	ANALYZES DATA	5	1	4	1	1	5	4	4	(RT)	TO MEASURE EFFECTS OF TREATMENTS
.30	(PM)	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4	(RT)	TO ENSURE CORRECT DATA COLLECTION
.31	(PM)	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4	(RT)	TO ENSURE CORRECT DATA COLLATION
.32	(PM)	SUPERVISES PERSONNEL	5	2	4	5	1	5	1	4	(RT)	TO ENSURE CORRECT DATA ANALYSIS
.33	(RT)	INTERPRETS DATA	6	1	5	1	1	5	4	5	(RT)	TO EVALUATE VALIDITY OF HYPOTHESIS
.34	(PM)	LISTENS TO STAFF	5	4	4	2	1	5	1	4	(OM)	TO SOLVE PROJECT PROBLEMS
.35	(RT)	STATES ALTERNATIVE SOLUTIONS	6	1	5	1	1	5	1	4	(RT)	TO SOLVE PROJECT PROBLEMS
.36	(RT)	SELECTS BEST SOLUTION	6	1	5	1	1	5	1	4	(RT)	TO SOLVE PROJECT PROBLEMS
.37	(P)	WRITES PROGRESS REPORTS	6	1	5	1	1	5	1	5	(OM)	TO INFORM MONITOR OF PROGRESS
.38	(OM)	READS PROGRESS REPORTS	5	1	4	1	1	5	1	5	(OM)	TO EVALUATE PROJECT PROGRESS
.39	(P)	WRITES FINAL REPORT	6	1	5	1	1	5	1	5	(UD)	TO DISSEMINATE RESEARCH FINDINGS
.40	(OM)	TRANSMITS REPORT TO FUNDING SOURCE									(UD)	TO DISSEMINATE RESEARCH FINDINGS
.41	(P)	WRITES ARTICLES	6	1	5	1	1	5	1	5	(UD)	TO DISSEMINATE RESEARCH FINDINGS
.42	(P)	DESIGNS PRESENTATIONS	6	1	5	1	1	5	1	5	(UD)	TO DISSEMINATE RESEARCH FINDINGS
.43	(UD)	READS PAPERS AT CONVENTIONS	5	4	4	4	1	5	1	5	(UD)	TO DISSEMINATE RESEARCH FINDINGS

3.03 TO ANALYZE RESEARCH DATA

			WI	S	D	P	T	R	M	L		
.01	(PM)	SPEAKS WITH RESEARCHER									(RT)	TO UNDERSTAND DATA TO BE ANALYZED
.02	(RT)	READS RESEARCH PROPOSAL	5	1	4	1	1	5	1	5	(RT)	TO UNDERSTAND TYPE OF DATA COLLECTED
.03	(RT)	READS RESEARCH PROPOSAL	5	1	4	1	1	5	1	5	(RT)	TO UNDERSTAND STUDY OBJECTIVES
.04	(RT)	TRANSLATES OBJECTIVES	5	1	4	1	1	5	1	5	(RT)	TO DEFINE CATEGORIES OF RESPONSES
.05	(RT)	READS DATA	5	1	4	1	1	5	1	5	(RT)	TO DETERMINE IF CATEGORIES FIT
.06	(RT)	CLASSIFIES EACH RESPONSE	5	1	4	1	1	5	1	5	(RT)	TO PUT RESPONSES INTO CATEGORIES
.07	(RT)	COUNTS RESPONSES IN EA CATEGORY									(RT)	TO SUMMARIZE DATA
.08	(RT)	ANALYZES OBJECTIVES/DATA TYPE	6	1	5	1	1	5	1	5	(RT)	TO SELECT STATISTICAL FORMULA
.09	(RT)	READS FORMULA	5	1	4	1	1	5	1	5	(RT)	TO DEFINE COMPUTATION SEQUENCE
.10	(RT)	TRANSLATES DATA INTO FORMULA	5	1	4	1	1	5	1	5	(RT)	TO PERFORM STATISTICAL ANALYSIS
.11	(RT)	OPERATES CALCULATOR									(RT)	TO PERFORM STATISTICAL ANALYSIS
.12	(RT)	READS STATISTICAL TABLES									(RT)	TO PERFORM STATISTICAL ANALYSIS
.13	(RT)	COMPARES DATA ANAL W TABLES									(RT)	TO DETERMINE SIGNIFANCE OF DATA
.14	(RT)	EXAMINES OBJECTIVES/DATA ANALYSIS	5	1	4	1	1	5	1	5	(RT)	TO INTERPRET MEANING OF DATA
.15	(RT)	WRITES PAPER	6	1	4	1	1	5	1	5	(RT)	TO EXPLAIN OUTCOME OF STUDY

3. RESEARCH-THEORY FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
3.04 TO IMPROVE STANDARDS OF RESEARCH PROJECTS									
.01 (RT) DEFINES BASIC/APPLIED RESEARCH	5	1	5	1	1	5	1	5	(RT) TO DESIGN GUIDELINES FOR RESEARCH
.02 (RT) DESIGNS STANDARD TEST FORMATS	5	1	5	1	1	5	1	5	(RT) TO DESIGN GUIDELINES FOR RESEARCH
.03 (RT) SPECIFIES RESOURCES AVAILABLE	5	1	5	1	1	5	1	5	(RT) TO DESIGN GUIDELINES FOR RESEARCH
.04 (RT) DESIGNS SYSTEMATIC PROCEDURES	6	1	5	1	1	5	1	5	(RT) TO DESIGN GUIDELINES FOR RESEARCH
.05 (RT) ADVISES RESEARCHERS	6	4	4	4	1	5	1	4	(RT) TO INFORM ON PSYCHO PRINCIPLES
3.05 TO DO RESEARCH RE LEARNING STRATEGIES FOR CAI									
.01 (RT) READS RESEARCH LITERATURE	6	1	4	1	1	6	1	6	(RT) TO SELECT RELEVANT LEARNING THEORIES
.02 (ES) SELECTS EXPERIMENTAL CAI MATERIALS	6	1	5	1	1	5	1	5	(RT) TO RUN LEARNING STRATEGY EXPER
.03 (RT) READS CAI MATERIALS	5	1	4	1	1	5	1	5	(RT) TO IDENTIFY COMPUTER'S PART
.04 (PM) SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5	(OM) TO ARRANGE FOR LESSON SIMULATION
.05 (P) OPERATES TAPE RECORDER									(P) TO RECORD LESSON SIMULATION
.06 (PM) ASKS QUESTIONS FROM CAI LESSON	5	4	4	4	1	5	1	5	(RT) TO TRY OUT LESSON
.07 (U) WRITES STUDENT RESPONSES									(RT) TO TRY OUT LESSON
.08 (U) ANALYZES MISTAKES	5	1	4	1	1	5	1	4	(U) TO IDENTIFY NEED FOR TUTORIAL HELP
.09 (D) FORMULATES STRATEGY TO HELP STUD	7	1	6	1	1	6	1	5	(U) TO CORRECT MISTAKES
.10 (PM) TALKS WITH STUDENT	5	4	4	4	1	5	1	5	(U) TO TRY OUT TUTORIAL STRATEGY
.11 (U) ANALYZES STUDENT RESPONSES	5	1	4	1	1	5	1	5	(U) TO DETERMINE SUCCESS OF STRATEGY
.12 (D) FORMULATES ANOTHER STRATEGY	7	1	6	1	1	6	1	5	(U) TO CORRECT MISTAKES
.13 (PM) TALKS WITH STUDENTS	5	4	4	4	1	5	1	5	(U) TO TRY OUT SECOND STRATEGY
.14 (U) ANALYZES STUDENTS RESPONSES	5	1	4	1	1	5	1	5	(U) TO DETERMINE SUCCESS OF STRATEGY
.15 (PM) SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(OM) TO END LESSON SIMULATION
.16 (RT) LISTENS TO TAPES OF STUDENT SESSIONS	5	1	4	1	1	5	1	5	(RT) TO SUMMARIZE TUTORIAL STRATEGIES
.17 (RT) ANALYZES TUTORIAL STRATEGIES	5	1	4	1	1	5	1	5	(RT) TO IDENTIFY COMMON ELEMENTS
.18 (RT) ANALYZES TUTORIAL STRATEGIES	5	1	4	1	1	5	1	5	(RT) TO IDENTIFY SUCCESSFUL ELEMENTS
.19 (RT) ANALYZES COMMON/SUCCESSFUL ELEMS	6	1	5	1	1	6	1	6	(RT) TO DERIVE GENERAL RULES
.20 (RT) ANALYZES RES LIT/TUTOR BEHAV	6	1	5	1	1	6	1	6	(RT) TO DERIVE SPECS FOR CAI TUTOR SYSTEM
.21 (RT) TRANSLATES TUTOR SYSTEM SPECS	5	1	4	1	1	5	1	4	(RT) TO DEVELOP DECISION MODEL
.22 (RT) TRANSLATES DECISION MODEL	5	1	4	1	1	5	1	4	(RT) TO DEVELOP PROGRAMMING FLOWCHART
.23 (RT) TRANSLATES PROGRAMMING FLOWCHART									(RT) TO WRITE COMPUTER PROGRAM
.24 (SS) OPERATES COMPUTER TERMINAL									(SS) TO PRINT OUT TUTORIAL STRATEGY
.25 (ES) READS PRINT-OUT									(ES) TO CHECK PROGRAM
.26 (PM) SPEAKS TO STUDENTS	5	4	4	4	1	5	1	5	(OM) TO ARRANGE FOR LESSON SIMULATION
.27 (RT) OBSERVES STUDENTS INTERACT W LESSON	5	4	4	2	1	5	1	4	(RT) TO TRY OUT LESSON
.28 (RT) OBSERVES EFFECT OF TUTORIAL STRATS	5	4	4	2	1	5	1	4	(RT) TO TRY OUT LESSON
.29 (RT) ANALYZES STUDENT ERRORS	5	1	4	1	1	5	1	5	(RT) TO EVAL LESSON/TUTOR STRATS

3. RESEARCH—THEORY FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
3.06 TO PERFORM RESEARCH ON EFFECTIVENESS OF ITV									
.01 (D) ANALYZES CURRENT INSTR PATTERN	6	1	4	1	1	5	1	4	(D) TO IDENTIFY WAYS OF IMPROVING
.02 (D) LISTS NEW INSTRUCTIONAL PATTERNS	6	1	4	1	1	5	1	4	(D) TO IDENTIFY WAYS OF IMPROVING
.03 (D) SELECTS ITV	5	1	4	1	1	4	1	4	(D) TO IMPROVE LEARNING PROCESS
.04 (RT) LISTS CHARACTERISTICS OF ITV	5	1	4	1	1	5	1	4	(RT) TO IDENTIFY PARAMETERS
.05 (RT) WRITES RESEARCH PLAN	5	1	4	1	1	5	1	5	(RT) TO TEST EFFECTIVENESS OF ITV
.06 (RT) DEFINES OBJECTIVES	6	1	5	1	1	5	1	5	(RT) TO DESIGN RESEARCH PROJECT
.07 (PM) DISCUSSES WITH CONTENT SPECIALIST	5	4	4	4	1	5	1	4	(D) TO ADAPT COURSE TO TV SCRIPT
.08 (D) ANALYZES EXISTING LESSON	5	1	4	1	1	5	1	4	(D) TO SET OBJECTIVES
.09 (RT) ANALYZES EXISTING TEST	5	1	4	1	1	5	1	4	(RT) TO DESIGN POST TEST
.10 (D) ANALYZES SCRIPT	5	1	4	1	1	5	1	4	(D) TO DESIGN VISUALS FOR TV
.11 (PM) DISCUSSES WITH ARTIST									(P) TO CLARIFY VISUALS NEEDED
.12 (P) REHEARSES PRESENTATION									(P) TO DIRECT VTR PRODUCTION
.13 (P) DIRECTS TALENT AND CREW									(P) TO DIRECT VTR PRODUCTION
.14 (RT) SELECTS EXPERIMENTAL GROUP									(RT) TO MEASURE EFFECTS OF TREATMENT
.15 (RT) SELECTS CONTROL GROUP									(RT) TO MEASURE EFFECTS OF TREATMENT
.16 (U) TEACHES CONVENTIONAL LESSON									(RT) TO MEASURE EFFECTS OF TREATMENT
.17 (RT) ANALYZES TEST RESULTS	5	1	4	1	1	5	1	4	(RT) TO COMPUTE EFFECTIVENESS OF TV
.18 (RT) COMPARES TEST GROUP WITH CONTROL									(RT) TO ANALYZE EFFECTS OF TREATMENT
.19 (RT) MEASURES TIME TAKEN									(OM) TO COMPUTE TIME SAVED
.20 (RT) MEASURES COSTS OF INSTRUCTION									(OM) TO COMPUTE MONEY SAVED
.21 (RT) COMPUTES MONEY/TIME SAVED									(RT) TO DETERMINE COST EFFECTIVENESS
.22 (OM) WRITES REPORT	6	1	5	1	1	5	1	6	(UD) TO DISSEMINATE FINDINGS
3.07 TO CONDUCT RESEARCH ON EFFECTIVE TRAINING TECHNIQUES									
.01 (RT) DESIGNS RESEARCH METHODOLOGY	7	1	5	1	1	6	1	5	(RT) TO ORGANIZE PROCEDURES OF PROJECT
.02 (PM) DISCUSSES WITH SCHOOL DISTRICT	5	4	4	4	1	5	1	4	(RT) TO IMPLEMENT EXPERIMENTAL APPPOACH
.03 (RT) TRANSLATES THEORETICAL MODEL	6	1	5	1	1	5	1	5	(RT) TO DEVELOP TEACHER BEHAVIOR SCALE
.04 (RT) OBSERVES TEACHER BEHAVIOR	5	1	4	1	1	4	1	4	(RT) TO CODE ACCORDING TO SCALE
.05 (RT) CODES TEACHER BEHAVIOR	5	1	4	1	1	4	1	4	(RT) TO CATEGORIZE ACCORDING TO SCALE
.06 (RT) PERFORMS STAT ANALYSIS ON DATA	5	1	4	1	1	4	5	4	(RT) TO QUANTIFY TEACHER BEHAVIOR
.07 (RT) COMPARES OBSERVED BEHAVIOR TO MODEL	5	1	4	1	1	5	1	4	(RT) TO IDENTIFY TEACHER BEHAVIOR PROBS
.08 (D) DESIGNS ALTN TRAINING STRATEGIES	6	1	5	1	1	5	1	5	(UD) TO TEACH NEW TEACHER BEHAVIORS
.09 (PM) SUPERVISES TRAINING CONFERENCES	5	2	4	5	1	5	1	4	(UD) TO TEACH NEW TEACHER BEHAVIORS
.10 (ES) OBSERVES TEACHER BEHAVIOR	5	1	4	1	1	5	1	4	(ES) TO DETERMINE TRAINING EFFECTIVENESS
.11 (RT) ANALYZES THEORETICAL MODEL	6	1	5	1	1	5	1	4	(RT) TO DETERMINE APPROP STUD BEHAVIOR
.12 (RT) OBSERVES STUDENT BEHAVIOR	5	1	4	1	1	4	1	4	(RT) TO CODE ACCORDING TO SCALE
.13 (RT) CODES STUDENT BEHAVIOR	5	1	4	1	1	4	1	4	(ES) TO DETERMINE TEACHING EFFECTIVENESS
.14 (RT) TRANSLATES THEORETICAL MODEL	6	1	5	1	1	5	1	5	(RT) TO DEVELOP ATTITUDE SCALE
.15 (PM) ASKS TEACHERS TO FILL OUT SCALE									(RT) TO GATHER DATA ON ATTITUDE
.16 (RT) PERFORMS STATISTICAL ANALYSIS	5	1	4	1	1	4	5	4	(RT) TO MEASURE TEACHER ATTITUDE

3. RESEARCH-THEORY FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.17 (RT) PERFORMS STATISTICAL ANALYSIS	5	1	4	1	1	4	5	4	(RT) TO ANALYZE DATA
.16 (RT) INTERPRETS ANALYZED DATA	5	1	5	1	1	5	4	4	(RT) TO IDENTIFY MOST EFFECT TECHNIQUE
3.08 TO PERFORM FEASIBILITY STUDY ON NEW EQUIPMENT									
.01 (RT) ANALYZES IDEA FOR NEW EQUIPMENT	6	1	5	1	1	6	1	5	(RT) TO DEVELOP METHOD FOR FEAS STUDY
.02 (RT) DEVELOPS METHODOLOGY	6	1	5	1	1	6	1	5	(RT) TO DESIGN FEASIBILITY STUDY
.03 (D) WRITES GENERAL SPECIFICATIONS	6	1	5	1	1	5	3	5	(D) TO DESIGN PROTOTYPE EQUIPMENT
.04 (PM) ASKS QUESTIONS OF ENGINEERS	5	4	4	2	1	4	3	5	(D) TO DETERMINE TECH SPECIFICATIONS
.05 (P) DRAWS CONCRETE PLANS	6	1	5	1	1	5	3	5	(D) TO DESIGN PROTOTYPE EQUIPMENT
.06 (PM) CALLS PRODUCTION DEPARTMENT									(P) TO HAVE PROTOTYPE PRODUCED
.07 (UD) DEMONSTRATES OPERATION OF PROTOTYPE	5	6	4	1	2	5	1	5	(ES) TO GET FEEDBACK ON PERFORMANCE
.08 (D) REVISES DESIGN PLANS	6	1	5	1	1	5	3	5	(D) TO IMPROVE PROTOTYPE
.09 (PM) CALLS PRODUCTION DEPARTMENT									(P) TO HAVE PROTOTYPE REVISED
.10 (RT) ASSESSES POTENTIAL MARKET	5	1	4	1	1	5	3	4	(RT) TO DEVELOP PRODUCT COST DATA
.11 (RT) CALCULATES MATERIALS/LABOR COSTS	5	1	4	1	1	4	4	4	(RT) TO DEVELOP PRODUCT COST DATA
.12 (RT) DIVIDES COST BY MARKET									(RT) TO DETERMINE UNIT PRODUCT COST
.13 (RT) IDENTIFIES SIMILAR PRODUCTS	5	1	4	1	1	5	2	4	(RT) TO DETERMINE COMPETITION
.14 (ES) COMPARES UNIT PRODUCT COST	5	1	4	1	1	4	4	4	(ES) TO DETERMINE PRODUCT COMPETITIVENESS
.15 (ES) ANALYZES MARKET/COST/COMPETITION	6	1	5	1	1	6	4	5	(ES) TO MAKE GO/NO-GO RECOMMENDATION
.16 (P) WRITES REPORT	6	1	5	1	1	6	4	6	(UD) TO DISSEMINATE RESULTS OF STUDY
3.09 TO CONDUCT SURVEY OF MEDIA USAGE									
.01 (OM) COPIES FROM INVENTORY									(SS) TO LIST EQUIPMENT & MATERIALS
.02 (RT) ANALYZES SURVEY OBJECTIVES	5	1	4	1	1	4	1	3	(RT) TO COMPILE USAGE QUESTIONS
.03 (RT) ANALYZES SURVEY OBJECTIVES	5	1	4	1	1	4	1	3	(RT) TO COMPILE RESPONSE CATEGORIES
.04 (OM) COPIES INFORMATION FROM LIST									(OM) TO ADDRESS QUESTIONNAIRE
.05 (OM) CHECKS LIST									(OM) TO NOTE RETURNED QUESTIONNAIRES
.06 (RT) PREPARES TALLY SHEET									(RT) TO SUMMARIZE DATA
.07 (RT) TALLIES RESPONSES									(RT) TO SUMMARIZE DATA
.08 (P) WRITES SUMMARY OF DATA									(UD) TO REPORT TO PRINCIPAL

4. DESIGN FUNCTION	WI	S	D	P	T	R	M	L	
4.01 TO DESIGN INSTRUCTIONAL MATERIALS FOR COURSE									
.01 (PM) DISCUSSES WITH INSTRUCTORS	6	4	4	4	1	5	1	5	(D) TO DEFINE TRAINING PROBLEM
.02 (D) DESCRIBES CRITICAL INCIDENTS	6	4	5	4	1	5	1	5	(D) TO DEFINE TRAINING PROBLEM
.03 (D) SPECIFIES TASKS	5	1	4	1	1	5	1	5	(D) TO IDENTIFY TERMINAL BEHAVIOR
.04 (D) DEFINES OBJECTIVES FOR COURSE	5	1	4	1	1	5	1	5	(D) TO IDENTIFY TERMINAL BEHAVIOR
.05 (D) WRITES OVERALL DESIGN FOR COURSE	5	1	4	1	1	5	1	5	(D) TO ORGANIZE CONTENT
.06 (D) PRESCRIBES CONTENT AREA OF COURSE	5	1	4	1	1	5	1	5	(D) TO ORGANIZE CONTENT
.07 (D) DEFINES ENTRY BEHAVIOR OF STUDS									(D) TO DETERMINE CONTENT
.08 (D) WRITES TECHNICAL DRAFT	6	1	5	1	1	5	1	5	(D) TO DEFINE TRAINING PROBLEM
.09 (PM) DISCUSSES WITH INSTRUCTORS	6	4	4	4	1	5	1	5	(D) TO IDENTIFY TEACHING STRATEGY
.10 (D) REWRITES TECHNICAL DRAFT	6	1	4	1	1	5	1	5	(D) TO IMPROVE TRAINING PROGRAM
.11 (ES) DESIGNS PRE AND POST TESTS	5	1	4	1	1	5	1	5	(ES) TO EVALUATE EFFECTIVENESS OF PROG.
.12 (ES) EVALUATES EXTANT MATERIALS									(D) TO IDENTIFY SUITABLE CONTENT
.13 (ES) SELECTS APPROP MATERIALS AND MEDIA	5	1	4	1	1	5	1	4	(D) TO ORGANIZE COURSE
.14 (RT) RESEARCHES IN LITERATURE									(RT) TO LOCATE EXAMPLES OF SIMULATION
.15 (D) DESIGNS ROLE PLAYS	5	1	4	1	1	5	1	5	(D) TO MEET TRAINING NEED
.16 (U) TEACHES COURSE	5	4	4	4	1	5	1	5	(ES) TO EVALUATE EFFECTIVESS OF MATS
4.02 TO DESIGN PROGRAMED INSTRUCTION MATERIALS									
.01 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4	(D) TO DEFINE PROBLEM AREA
.02 (PM) QUESTIONS CLIENT	5	4	4	4	1	5	1	4	(D) TO DELIMIT PROBLEM AREA
.03 (RT) READS CLIENT'S CURRENT MATERIALS	5	1	4	1	1	5	1	5	(RT) TO RESEARCH PROBLEM AREA
.04 (D) ANALYZES SUBJECT MATTER	5	1	4	1	1	5	1	5	(D) TO IDENTIFY SEGMENTS FOR PROGRAMING
.05 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4	(D) TO DEFINE TARGET POPULATION
.06 (D) ANALYZES POTENTIAL AUDIENCE	5	1	4	1	1	4	1	4	(D) TO STATE ASSUMPTIONS ABOUT LEARNERS
.07 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4	(D) TO DEFINE GENERAL OBJECTIVES
.08 (D) ANALYZES SUBJECT MATTER	5	1	5	1	1	5	1	5	(D) TO STATE BROAD OBJECTIVES
.09 (D) PERFORMS TASK ANALYSIS	5	1	4	1	1	5	1	5	(D) TO ORGANIZE CONTENT
.10 (D) RESTATES TASK ANALYSIS	5	1	5	1	1	5	1	5	(D) TO DESIGN FLOW CHART
.11 (D) ANALYZES FLOW CHART	5	1	5	1	1	5	1	5	(D) TO WRITE BEHAVIORAL OBJECTIVES
.12 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	5	(D) TO REFINE BEHAVIORAL OBJECTIVES
.13 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4	(D) TO IDENTIFY ESSENTIAL OBJECTIVES
.14 (PM) LISTENS IN MEETING	5	1	4	1	1	5	1	5	(OM) TO UNDERSTAND POLITICAL ASPECTS
.15 (PM) DISCUSSES WITH CONTENT EXPERTS	5	4	4	2	1	5	1	5	(D) TO UNDERSTAND CONTENT
.16 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	4	(D) TO RECONCILE CONFLICTS IN DATA
.17 (PM) DISCUSSES WITH CLIENT	5	4	4	4	1	5	1	5	(D) TO REVISE BEHAVIORAL OBJECTIVES
.18 (D) ANALYZES OBJECTIVES/FLOW CHART	5	1	5	1	1	5	1	5	(D) TO WRITE CONTENT OUTLINE
.19 (D) WRITES BRIEF DRAFT OF PROGRAM	5	1	4	1	1	5	1	5	(D) TO ORGANIZE CONTENT
.20 (D) ANALYZES CONTENT OUTLINE	5	1	5	1	1	5	1	5	(D) TO SELECT APPROPRIATE MEDIA
.21 (D) ANALYZES CONTENT OUTLINE	5	1	5	1	1	5	1	5	(D) TO SELECT MODEL/PARADIGM
.22 (D) REVIEWS CONTENT	5	1	5	1	1	5	1	5	(D) TO SEQUENCE PRESENTATION

4. DESIGN FUNCTION (CONTD)			WI	S	D	P	T	R	M	L		
.23	(D)	ANALYZES CONTENT	5	1	5	1	1	5	1	5	(D)	TO DETERMINE UNITS AND FRAMES
.24	(D)	TRANSLATES OBJECTIVES/CONTENT	5	1	4	1	1	5	1	5	(P)	TO WRITE PROGRAM FRAMES
.25	(D)	REVISES DRAFT OF PROGRAM	5	1	4	1	1	5	1	5	(D)	TO REDUCE STEP SIZE
.26	(D)	ANALYZES OBJECTIVES	5	1	5	1	1	5	1	5	(D)	TO WRITE PRE AND POST TESTS
.27	(SS)	LOCATES TECHNICAL INFORMATION	5	1	4	1	1	5	1	4	(D)	TO DESIGN VISUAL CHART
.28	(D)	ANALYZES TECHNICAL INFORMATION	5	1	4	1	1	5	1	4	(D)	TO DESIGN VISUAL CHART
.29	(OM)	ORGANIZES PILOT TEST									(ES)	TO TRY OUT PROGRAM
.30	(ES)	EVALUATES PILOT PERFORMANCE	5	1	4	1	1	4	1	4	(ES)	TO EVALUATE PROGRAM EFFECTIVENESS
.31	(D)	REVISES PROGRAM	5	1	4	1	1	5	1	5	(D)	TO IMPROVE QUALITY
4.03 TO DESIGN MATERIALS FOR INSTRUCTOR TRAINING COURSE												
.01	(D)	ANALYZES TASK LIST	5	1	4	1	1	5	1	5	(D)	TO GROUP IN LOGICAL CLUSTERS
.02	(D)	ANALYZES TASK GROUPS	5	1	4	1	1	5	1	5	(D)	TO EXPAND INTO OBJECTIVES
.03	(D)	WRITES BEHAVIORAL OBJECTIVES	5	1	4	1	1	5	1	5	(D)	TO ORGANIZE UNIT CONTENT
.04	(D)	ANALYZES BEHAVIORAL OBJECTIVES	5	1	4	1	1	5	1	5	(D)	TO SELECT METHOD OF INSTRUCTION
.05	(D)	DESIGNS CONTENT OF UNIT	5	1	4	1	1	5	1	5	(D)	TO FULFILL COMPONENTS OF OBJECTIVES
.06	(D)	WRITES INSTRUCTOR ACTIVITIES	5	1	4	1	1	5	1	5	(D)	TO CLARIFY & EXPAND COURSE CONTENT
.07	(D)	DECIDES ON USE OF VISUALS	5	1	4	1	1	5	1	5	(D)	TO ILLUSTRATE CONTENT
.08	(D)	WRITES SUMMARY OF LESSON	5	1	4	1	1	5	1	5	(D)	TO CLARIFY LESSON CONTENT
.09	(U)	TEACHES PILOT LESSON	5	4	4	4	1	5	1	5	(D)	TO TIME LENGTH
.10	(D)	WRITES SUPPLEMENTARY HANDBOOK	5	1	4	1	1	5	1	5	(D)	TO ASSIST IN TEACHING COURSE
.11	(ES)	DESIGNS EVALUATION SHEETS	5	1	4	1	1	5	1	5	(ES)	TO ELICIT STUDENT REACTION TO MATS.
.12	(U)	TEACHES PILOT TEST	5	4	4	4	1	5	1	5	(ES)	TO EVALUATE EFFECTIVENESS OF MATS
.13	(D)	ANALYZES EVALUATION SHEETS	5	1	4	1	1	5	1	5	(D)	TO ASSESS STUDENT REACTION
.14	(D)	REVISES INSTRUCTIONAL MATS.	5	1	4	1	1	5	1	5	(D)	TO IMPROVE QUALITY
.15	(OM)	GIVES INSTRUCTIONS									(OM)	TO HAVE MATERIALS DISTRIBUTED
4.04 TO COORDINATE DESIGN OF INSTRUCTOR TRAINING COURSE												
.01	(PM)	DISCUSSES WITH DIRECTOR	5	4	5	4	1	5	1	4	(D)	TO OUTLINE COURSE DESIGN
.02	(OM)	IDENTIFIES PLANNING TASK FORCE									(D)	TO DEVELOP TASK LIST
.03	(OM)	PLANS CONFERENCES	5	1	5	1	1	5	1	4	(D)	TO DEVELOP TASK LIST
.04	(PM)	DISCUSSES WITH COURSE WRITERS	5	4	4	4	1	5	1	4	(D)	TO DEVELOP BEHAVIORAL OBJECTIVES
.05	(OM)	WRITES OPERATIONS PLAN	5	1	5	1	1	5	1	4	(OM)	TO ORGANIZE COURSE DEVELOPMENT
.06	(OM)	ESTIMATES TIME FACTORS	5	1	5	1	1	5	1	4	(OM)	TO ORGANIZE COURSE DEVELOPMENT
.07	(ES)	SELECTS SITE FOR PILOT TEST									(ES)	TO EVALUATE EFFECTIVENESS OF COURSE
.08	(PM)	DISCUSSES WITH TRAINING OFFICER									(OM)	TO ARRANGE FOR PILOT TEST
.09	(ES)	CRITIQUES DRAFT COURSE MATERIALS	6	1	4	1	1	5	1	5	(ES)	TO IMPROVE QUALITY
.10	(PM)	DISCUSSES WITH PUBLICATIONS									(OM)	TO ORGANIZE MASS PRODUCTION
.11	(OM)	ESTIMATES NUMBER OF COPIES NEEDED	5	1	4	1	1	4	1	4	(OM)	TO INFORM PUBLICATIONS
.12	(OM)	WRITES MEMOS TO FIELD PERSONNEL	5	1	4	1	1	4	1	4	(UD)	TO INFORM ON PROGRESS OF COURSE
.13	(PM)	CONDUCTS BRIEFINGS	5	4	4	4	1	5	1	5	(UD)	TO INFORM ON PROGRESS OF COURSE
.14	(OM)	WRITES REPORT TO MANAGEMENT	5	1	5	1	1	5	1	5	(UD)	TO INFORM ON PROGRESS OF COURSE

4. DESIGN FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.15 (ES) DESIGNS EVALUATION FORMS	5	1	5	1	1	5	1	5	(ES) TO EVALUATE EFFECTIVENESS OF COURSE
4.05 TO WRITE UNIT FOR INSTRUCTOR COURSE									
.01 (D) ANALYZES LEARNING MODES	5	1	4	1	1	5	1	5	(D) TO LIST CHARACTERISTICS
.02 (D) ASSIGNS MODES TO OBJECTIVES	5	1	4	1	1	4	1	4	(D) TO PROVIDE MODEL FOR INSTRUCTION
.03 (D) ANALYZES LESSON PLAN CONSTRUCTION	5	1	4	1	1	4	1	4	(D) TO LIST CHARACTERISTICS
.04 (D) DESIGNS SAMPLE LESSON PLANS	5	1	4	1	1	4	1	4	(D) TO PROVIDE MODEL FOR INSTRUCTION
.05 (D) ANALYZES TEST CONSTRUCTION	5	1	4	1	1	4	1	4	(D) TO LIST CHARACTERISTICS
.06 (D) DESIGNS SAMPLE TESTS	5	1	4	1	1	4	1	4	(D) TO PROVIDE MODELS FOR INSTRUCTION
4.06 TO WRITE INSTRUCTOR'S GUIDE FOR INSTRUCTIONAL MATERIALS									
.01 (D) ANALYZES OBJECTIVES	5	1	4	1	1	5	1	5	(D) TO RESTATE MORE FULLY
.02 (D) ASSESSES TIME SPENT IN PILOT	5	1	4	1	1	5	1	5	(D) TO INDICATE TIME FOR ITEMS
.03 (D) ANALYZES CONTENT AND TIME									(D) TO WRITE SCHEDULE
.04 (D) ANALYZES UNPROGRAMMED SEGMENTS	5	1	4	1	1	5	1	4	(D) TO WRITE LESSON PLANS
.05 (D) ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4	(D) TO WRITE PRE-TEST
.06 (D) ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4	(D) TO WRITE PRACTICE EXERCISES
.07 (D) ANALYZES OBJECTIVES	5	1	4	1	1	5	1	4	(D) TO WRITE ROLE PLAYS
4.07 TO COORDINATE DESIGN OF EDEX MATERIALS									
.01 (PM) IDENTIFIES FIELD PERSONNEL	5	1	3	1	1	4	1	4	(PM) TO SELECT PROGRAM DEVELOPERS
.02 (ES) EVALUATES WRITTEN PROGRAM	6	1	4	1	1	5	1	5	(D) TO SUGGEST IMPROVEMENTS
.03 (PM) ASKS CLARIFYING QUESTIONS	6	4	4	4	1	5	1	5	(D) TO SUGGEST IMPROVEMENTS
.04 (ES) ANALYZES STEP SIZE	6	1	5	1	1	5	1	5	(ES) TO EVALUATE WRITTEN PROGRAM
.05 (D) SUGGESTS REVISIONS	6	4	5	4	1	5	1	5	(D) TO IMPROVE WRITTEN PROGRAM
.06 (D) ASSIGNS COLOR TO FRAMES	6	1	4	1	1	5	1	5	(D) TO IMPROVE WRITTEN PROGRAM
.07 (PM) DISCUSSES WITH PRODUCER									(P) TO CLARIFY PRODUCTION DETAILS
.08 (P) ANALYZES SCRIPT									(P) TO ASSIGN PAUSES AND TAPE STOPS
.09 (ES) EXAMINES DRAFT VISUALS	5	1	4	1	1	4	1	5	(ES) TO ASSESS CORRELATION W. SCRIPT
.10 (ES) ANALYZES PROGRAM	5	1	4	1	1	4	1	5	(ES) TO ASSESS LOGICAL DEVELOPMENT
.11 (ES) CHOOSES SUBJECTS	5	1	4	1	1	5	1	5	(ES) TO TEST OUT PROTOTYPE PROGRAM
.12 (OM) SCHEDULES TESTING SESSION									(ES) TO TEST OUT PROTOTYPE PROGRAM
.13 (ES) EVALUATES RESULTS FROM TEST	5	1	4	1	1	4	3	4	(ES) TO TEST OUT PROTOTYPE PROGRAM
4.08 TO DEVELOP INSTRUCTIONAL PACKAGES FOR INDIVIDUALIZED INSTRUCTION (II)									
.01 (PM) NEGOTIATES CONTRACT WITH CUSTOMER									(OM) TO INITIATE PROJECT DEVELOPMENT
.02 (UD) INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5	(UD) TO DEFINE PROBLEMS IN PROCESS
.03 (UD) INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5	(UD) TO DEFINE CHANGED CONCEPTS OF INST.
.04 (UD) INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5	(UD) TO DEFINE EFFECTS ON CURRICULUM
.05 (UD) INSTRUCTS CUSTOMER IN II	5	4	4	4	1	5	1	5	(UD) TO DEFINE NEW ROLE OF TESTING
.06 (PM) CONSULTS WITH CLIENT	5	4	4	4	1	5	1	4	(OM) TO DETERMINE CLIENT ROLES
.07 (PM) CONSULTS WITH CLIENT	5	4	4	4	1	5	1	4	(OM) TO DETERMINE COMPANY ROLES

4. DESIGN FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.08	(UD)	INSTRUCTS CUSTOMER IN LOGISTICS	5	4	4	4	1	5	2	4	(OM)	TO DEFINE WORK/MONEY/TIME RELATS
.09	(PM)	QUESTIONS CLIENT	5	2	4	2	1	5	1	4	(D)	TO DEFINE WANTS/NEEDS & THEIR RELAT
.10	(PM)	CONSULTS WITH CLIENT	5	2	4	4	1	5	1	4	(D)	TO FEEDBACK GOALS FOR PROJECT
.11	(D)	ANALYZES INSTRUCTIONAL SETTING	5	1	4	1	1	5	1	4	(D)	TO DEFINE LEARNING ENVIRONMENT
.12	(D)	ANALYZES PROJECT GOALS	5	1	4	1	1	5	1	4	(D)	TO DEFINE CRITERION PERFORMANCE
.13	(D)	TRANSLATES CRITERION PERFORMANCE	5	1	4	1	1	5	1	4	(D)	TO DEFINE LEARNING OBJECTIVES
.14	(D)	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4	(D)	TO DECIDE IF TEACHES TO OBJECTIVES
.15	(D)	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4	(D)	TO DETERMINE PROCEDURES LRNR MUST DO
.16	(D)	ANALYZES CURRENT CONTENT	5	1	4	1	1	5	1	4	(D)	TO DEFINE ALTERNATIVE PROCEDURES
.17	(D)	SYNTHESIZES OBJECTIVES/CONTENT	6	1	5	1	1	5	1	4	(D)	TO DEFINE NEEDED NEW CONTENT
.18	(D)	EXTRAPOLATES FROM CONTENT/OBJS	5	1	4	1	1	5	1	4	(D)	TO DEFINE TEACHING STRATEGIES
.19	(D)	TRANSLATES TEACHING STRATEGIES	5	1	4	1	1	5	1	4	(D)	TO MAKE MEDIA SELECTIONS
.20	(OM)	COORDINATES MATERIALS PROCUREMENT									(SS)	TO PROVIDE NEEDED AUDIO & VISUALS
.21	(ES)	READS FINAL SCRIPT	5	1	4	1	1	5	1	5	(ES)	TO EDIT CONTENT/SEQUENCE/AMBIGUITY
.22	(UD)	WRITES INTRODUCTION TO MATERIALS	5	1	4	1	1	5	1	5	(UD)	TO DESCRIBE MATERIALS UTILIZATION
.23	(ES)	PLAYS ROLE OF STUDENT	5	1	4	1	1	5	1	5	(ES)	TO FIELD TEST MATERIALS
.24	(PM)	SPEAKS TO CLIENT									(OM)	TO SET UP REVIEW PANEL
.25	(UD)	SHOWS MATERIALS TO CLIENT	5	4	4	2	1	5	1	4	(ES)	TO OBTAIN REVIEW AND COMMENTS
.26	(D)	TRANSLATES SUGGESTIONS	5	1	4	1	1	5	1	5	(D)	TO MAKE REVISIONS
.27	(OM)	SENDS MATERIALS TO CLIENT									(OM)	TO FULFILL CONTRACT

4.09 TO DESIGN MULTIMEDIA PRESENTATIONS

			WI	S	D	P	T	R	M	L		
.01	(D)	FORMULATES VAGUE IDEA									(D)	TO STIMULATE DESIRE TO PRODUCE
.02	(OM)	LOOKS AT ORGANIZATION PROJECTS	6	1	4	1	1	5	1	4	(OM)	TO FIND PRODUCTION OPPORTUNITY
.03	(OM)	IDENTIFIES PROJECTS RELATED TO IDEA	5	1	4	1	1	5	1	4	(OM)	TO FIND PRODUCTION OPPORTUNITY
.04	(OM)	IDENTIFIES AMENABLE PROJECT DIRS.	5	1	4	1	1	5	1	4	(OM)	TO FIND PRODUCTION OPPORTUNITY
.05	(PM)	SPEAKS TO PROJECT DIRECTORS	5	2	4	3	1	5	1	5	(PM)	TO PERSUADE TO PRODUCE PRESENTATION
.06	(PM)	DISCUSSES WITH PROJECT DIRECTOR	5	2	4	2	1	5	1	5	(D)	TO ASCERTAIN HIS AUDIENCE/OBJECTIVE
.07	(PM)	CALLS ASSOCIATE	6	4	4	2	1	5	1	4	(OM)	TO OBTAIN DESIGN ASSISTANCE
.08	(D)	EXAMINES MEANING OF IDEA	7	1	5	1	1	5	1	5	(D)	TO CLARIFY PRESENTATION SUBJECT
.09	(D)	CONSIDER PHILOSOPHY BEHIND IDEA	7	1	5	1	1	5	1	5	(D)	TO CLARIFY PRESENTATION SUBJECT
.10	(D)	CONSIDER WAYS OF PRESENTING	6	1	5	1	1	5	1	5	(D)	TO CLARIFY PRESENTATION SUBJECT
.11	(D)	CONSIDER MEDIA INVOLVED	6	1	5	1	1	5	1	5	(D)	TO CLARIFY PRESENTATION SUBJECT
.12	(D)	ANALYZES PRESENTATION SUBJECT	6	1	4	1	1	5	1	5	(D)	TO WRITE GENERAL OBJECTIVES
.13	(D)	BREAKS DOWN GENERAL OBJECTIVES	5	1	4	1	1	5	1	5	(D)	TO DEFINE BEHAVIORAL OBJECTIVES
.14	(D)	CONCEIVES WAYS OF MEETING OBJS.	6	1	5	1	1	5	1	4	(D)	TO DEVELOP TREATMENT
.15	(D)	TRANSLATES OBJECTIVES/TREATMENT	6	1	5	1	1	5	1	4	(D)	TO DETERMINE SEQUENCE
.16	(D)	TRANSLATES OBJECTIVES/TREATMENT	6	1	5	1	1	5	1	5	(D)	TO DETERMINE CONTENT
.17	(D)	TRANSLATES OBJECTIVES/TREATMENT	6	1	5	1	1	5	1	4	(D)	TO DETERMINE MEDIA
.18	(D)	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	5	(D)	TO DEVELOP PRESENTATION OUTLINE
.19	(D)	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	4	(D)	TO DETERMINE NEEDED VISUALS
.20	(D)	SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	5	(D)	TO DETERMINE NEEDED AUDIO

4. DESIGN FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.21 (D) SYNTHESIZES OBJ/SEQ/CONTENT/MEDIA	5	1	4	1	1	5	1	4	(D) TO DETERMINE COLORS, TASTES, TOUCHES
.22 (D) COMPILES NEEDED SENSORY INPUTS	5	1	4	1	1	5	1	4	(D) TO DEVELOP STORYBOARD
.23 (D) TRANSLATES STORYBOARD	5	1	4	1	1	5	1	4	(D) TO DEVELOP PRES. SPECIFICATIONS
.24 (OM) TRANSMITS SPECS. TO PROD. FUNC.	5	1	5	1	1	5	1	4	(OM) TO HAVE PRESENTATION PRODUCED
4.10 TO IMPROVE INSTRUCTION THROUGH SYSTEMS APPROACH									
.01 (D) LISTENS AND WATCHES PROFESSOR	6	1	4	1	1	5	1	4	(D) TO ANALYZE TEACHING TECHNIQUE
.02 (D) OBSERVES STUDENT BEHAVIOR	6	1	4	1	1	5	1	4	(D) TO ANALYZE TEACHING TECHNIQUE
.03 (P) OPERATES TAPE RECORDER									(P) TO RECORD CLASS PROCEEDINGS
.04 (OM) USES TAPERECORDER & TYPEWRITER									(OM) TO MAKE TRANSCRIPT OF PROCEEDINGS
.05 (D) ANALYZES LECTURE	6	1	4	1	1	5	1	4	(D) TO DERIVE OBJECTIVES FOR COURSE
.06 (PM) DISCUSSES WITH PROFESSOR	6	4	4	4	1	5	1	4	(D) TO CONFIRM VALIDITY OF OBJECTIVES
.07 (D) ANALYZES DERIVED OBJECTIVES	6	1	4	1	1	5	1	4	(D) TO DEFINE CONDITIONS FOR LEARNING
.08 (PM) DISCUSSES WITH STUDENTS	5	4	4	2	1	4	1	4	(D) TO ASCERTAIN VISUALS NEEDED
.09 (P) ROUGH SKETCHES VISUALS	5	1	4	1	1	5	1	4	(P) TO ILLUSTRATE COURSE CONTENT
.10 (SS) LOCATES ARTIFACTS IN MUSEUM	5	1	4	1	1	5	1	4	(D) TO ILLUSTRATE COURSE CONTENT
.11 (SS) LOCATES VISUALS IN BOOKS	5	1	4	1	1	5	1	4	(D) TO ILLUSTRATE COURSE CONTENT
.12 (P) OPERATES COPY CAMERA									(P) TO MAKE SLIDES OF VISUALS
.13 (SS) LOCATES COMMERCIAL MATERIALS	5	1	4	1	1	5	1	4	(D) TO ILLUSTRATE COURSE CONTENT
.14 (OM) WRITES TO PRODUCER									(OM) TO REQUEST MATERIALS FOR PREVIEW
.15 (SS) OPERATES MOVIE PROJECTOR									(ES) TO PREVIEW FILM
.16 (D) ARRANGES MATERIALS IN SEQUENCE	6	1	4	1	1	5	1	5	(P) TO ILLUSTRATE COURSE CONTENT
4.11 TO DESIGN EQUIPMENT SYSTEMS									
.01 (D) ANALYZES GOALS OF ORGANIZATION	5	1	5	1	1	5	1	4	(D) TO DETERMINE COMMUNICATION NEEDS
.02 (D) TRANSLATES COMMUNICATION NEEDS	5	1	5	1	1	5	1	4	(D) TO IDENTIFY TECHNICAL SYSTEMS
.03 (D) WRITES GENERAL SPECIFICATIONS	5	1	4	1	1	5	1	4	(D) TO DESCRIBE TECHNICAL SYSTEMS
.04 (D) ANALYZES OTHER EQUIPMENT SYSTEMS	5	1	4	1	1	5	1	4	(D) TO DETERMINE EXTERNAL CONSTRAINTS
.05 (D) ANALYZES PHYSICAL FACILITIES	5	1	4	1	1	4	1	4	(D) TO DETERMINE PHYSICAL CONSTRAINTS
.06 (OM) ANALYZES MONETARY CONSIDERATIONS	5	1	4	1	1	4	1	4	(OM) TO DETERMINE FINANCIAL CONSTRAINTS
.07 (D) ANALYZES CONSTRAINTS	5	1	4	1	1	4	1	4	(D) TO IDENTIFY ALTERNATE SYSTEMS
.08 (D) ANALYZES CONSTRAINTS	5	1	4	1	1	4	1	4	(D) TO IDENTIFY ALTERNATE FORMATS
.09 (ES) EXAMINES ALTERNATE SYSTEMS									(OM) TO DEVELOP INITIAL BUDGET
.10 (OM) PROJECTS SYSTEM GROWTH	5	1	4	1	1	4	3	4	(OM) TO DEVELOP PROJECTED BUDGET
.11 (PM) DISCUSSES WITH ENGINEER									(D) TO DETERMINE INTERFACE OF SYSTEMS
.12 (RT) READS TECHNICAL FLYERS									(D) TO IDENTIFY COMPONENTS OF SYSTEM
.13 (RT) READS TECHNICAL FLYERS									(D) TO DETERMINE ELECTRICAL INTERFACE
.14 (RT) READS TECHNICAL FLYERS									(D) TO DETERMINE PHYSICAL INTERFACE
.15 (D) SELECTS COMPONENTS TO MEET									(D) TO MEET INTERFACE REQUIREMENTS
.16 (D) ANALYZES PHYSICAL CONSTRAINTS									(D) TO DRAW PHYSICAL SCHEMATIC
.17 (D) ANALYZES ELECTRICAL DETAILS									(D) TO DRAW WIRING DIAGRAMS
.18 (D) WRITES DETAILED SPECIFICATIONS									(D) TO DESCRIBE SYSTEM COMPONENTS

4. DESIGN FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
4.12 TO DESIGN IMPROVED TRAINING EQUIPMENT									
.01 (D) WRITES CRITERIA FOR NEEDED DEVICE	5	1	5	1	1	5	3	5	(D) TO ENSURE COMPATIBILITY WITH SYSTEM
.02 (D) TRANSLATES CRITERIA FOR DEVICE	5	1	5	1	1	5	3	5	(D) TO DEVELOP TECHNICAL SPECIFICATIONS
.03 (ES) COMPARES DEVICES W. TECH. SPECS.	5	1	5	1	1	5	1	4	(ES) TO CHOOSE MOST APPROPRIATE
.04 (D) DESIGNS PROTOTYPE DEVICE	5	1	5	1	1	5	1	5	(D) TO MEET TECHNICAL SPECIFICATIONS
.05 (P) ASSEMBLES PROTOTYPE	5	6	5	1	3	5	1	4	(ES) TO TEST DESIGN FEASIBILITY
.06 (OM) ASSIGNS PROTOTYPE TO FIELD CENTER	5	4	4	5	1	5	1	4	(ES) TO TEST DESIGN FEASIBILITY
.07 (OM) PERFORMS COST ANALYSIS									(OM) TO COMPUTE COST PRODUCT DATA
.08 (OM) WRITES TECH SPECS FOR CONTRACT	5	1	5	1	1	5	1	4	(P) TO INITIATE PRODUCTION OF DEVICES
4.13 TO DESIGN NEW FACILITIES									
.01 (D) ANALYZES WORK TO BE DONE	5	1	4	1	1	4	1	4	(D) TO SPECIFY DESIGN NEEDS
.02 (D) ANALYZES EQUIPMENT SYSTEMS									(D) TO DETERMINE SPACE REQUIREMENTS
.03 (D) EXAMINES CURRENT FLOOR PLANS									(D) TO DETERMINE SPACE CONSTRAINTS
.04 (OM) ANALYZES BUDGET									(OM) TO DETERMINE COST CONSTRAINTS
.05 (D) ANALYZES PHYSICAL CONSTRUCTION									(D) TO DETERMINE PHYSICAL CONSTRAINTS
.06 (D) ANALYZES EQUIPMENT SPECIFICATIONS									(D) TO DETERMINE SPECIAL REQUIREMENTS
.07 (RT) VISITS OTHER FACILITIES									(RT) TO GET IDEAS FOR DESIGN
.08 (RT) READS BROCHURES									(RT) TO IDENTIFY BEST DESIGNS
.09 (D) DRAWS ROUGH FLOOR PLAN									(D) TO COMMUNICATE DESIGN NEEDS
.10 (PM) DISCUSSES WITH ARCHITECT									(D) TO CLARIFY DESIGN NEEDS
.11 (ES) EXAMINES BLUEPRINTS									(D) TO SUGGEST IMPROVEMENTS
4.14 TO PLAN INSTRUCTIONAL SPACE									
.01 (PM) DISCUSSES WITH TEACHERS	5	4	4	4	1	4	1	3	(D) TO IDENTIFY INSTRUCTIONAL PATTERN
.02 (D) ANALYZES INSTRUCTIONAL PATTERN									(D) TO DETERMINE SPACE NEEDS
.03 (D) DRAWS FLOOR PLANS	5	1	4	1	1	4	1	3	(D) TO MEET INSTRUCTIONAL PATTERN
.04 (PM) DISCUSSES WITH TEACHERS	5	4	4	4	1	4	1	3	(D) TO IDENTIFY BEST FLOOR PLAN
.05 (OM) SUBMITS CHOSEN FLOOR PLAN									(OM) TO GET APPROVAL

5. PRODUCTION FUNCTION

	WI S D P T R M L	
5.01 TO PRODUCE MODEL FOR USE IN INSTRUCTION		
.01 (P) MEASURES PICTURE		(P) TO PRODUCE SCALE DRAWING
.02 (P) DRAWS SCALE DIAGRAM		(P) TO SERVE AS BLUEPRINT
.03 (P) USES CHISEL AND LATHE		(P) TO CARVE WOODEN SCALE MODEL
.04 (P) USES METAL SAW		(P) TO CUT AWAY PARTS OF MODEL
.05 (P) USES EMBOSSOGRAPH MACHINE		(P) TO PRODUCE LETTERS FOR SCALE MODEL
.06 (P) USES PLASTIC FORMING MACHINE		(P) TO MAKE PLASTIC MODEL
.07 (P) SCREWS PLASTIC MODEL TO DISPLAY		(P) TO MOUNT MODEL
.08 (P) PULLS HANDLE ON MODEL		(P) TO ENSURE MODEL IN WORKING ORDER
5.02 TO PRODUCE TERRAIN MAP FOR INSTRUCTION		
.01 (P) DRAWS LINES ON FIBERGLASS BASE		(P) TO OUTLINE MAP
.02 (P) CUTS PIECES OF STYROFOAM		(P) TO BUILD CONTOURS
.03 (P) GLUES PIECES OF STYROFOAM		(P) TO BUILD CONTOURS
.04 (P) USES PAINTBRUSH AND PAINT		(P) TO PAINT IN TOPOGRAPHICAL FEATURES
5.03 TO PRODUCE POSTERS		
.01 (ES) PROOFREADS COPY		(ES) TO CHECK FOR ERRORS
.02 (D) CHOOSES COLORS AND SIZE		(D) TO SELECT LETTERING
.03 (P) OPERATES LINOSCRIBE MACHINE		(P) TO MAKE LETTERING
.04 (D) USES PENCIL AND RULER		(D) TO DESIGN LAYOUT
.05 (P) USES STENCIL AND MARKING PEN		(P) TO PROVIDE LETTERING
.06 (P) USES BURNISH ON MATERIALS		(P) TO PROVIDE LETTERING
5.04 TO PRODUCE PRINTED MATERIALS		
.01 (D) USES RULE AND PENCIL		(D) TO LAY OUT DESIGN ON MASTER
.02 (P) TRACES LINES ON MASTER		(P) TO PROVIDE ILLUSTRATIONS
.03 (P) OPERATES HEADLINER MACHINE		(P) TO PRODUCE FILM LETTERING
.04 (P) APPLIES LETTERING TO MASTER		(P) TO PREPARE MASTER FOR PRINTING
.05 (P) ASSEMBLES MATERIALS ON MASTER		(P) TO PREPARE COPY FOR PRINTING
.06 (P) OPERATES ADHESIVE COATING MACHINE		(P) TO APPLY WAX TO MATERIALS
.07 (P) OPERATES COPYCAT MACHINE		(P) TO PREPARE PLATES FOR OFFSET
.08 (P) OPERATES ITEK MACHINE		(P) TO PRODUCE MASTER FOR OFFSET
.09 (SS) REFILLS BATH SOLUTIONS		(SS) TO MAINTAIN ITEK MACHINE
.10 (P) OPERATES OFFSET PRESS		(P) TO PRINT MATERIALS
.11 (SS) CLEANS ROLLERS		(SS) TO MAINTAIN OFFSET MACHINE
.12 (SS) REFILLS PRINTING SOLUTION		(SS) TO MAINTAIN OFFSET MACHINE
.13 (SS) BUNDLES PRINTED MATERIALS		(SS) TO PREPARE FOR COLLATING
.14 (SS) PACKAGES PRINTED MATERIALS		(SS) TO PREPARE FOR DELIVERY

5. PRODUCTION FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
5.05 TO PRODUCE AV BULLETIN									
.01 (ES) SELECTS ARTICLES ON AV	5	1	4	1	1	4	1	4	**(SS) TO COMPILE LIBRARY OF MATERIALS**
.02 (OM) READS INFORMATION IN FILES	5	1	4	1	1	4	1	4	**(ES) TO CHOOSE SUITABLE SUBJECTS**
.03 (P) COMPILES INFORMATION FROM FILES	6	1	4	1	1	5	1	4	**(P) TO WRITE SHORT ARTICLES**
.04 (P) ARRANGES MATERIALS ON SHEET									(P) TO DESIGN LAYOUT
.05 (PM) GIVES INSTRUCTIONS									(P) TO HAVE COPIES MADE
5.06 TO PRODUCE GRAPHICS MATERIALS									
.01 (PM) CONVERSES WITH SUPERVISOR									**(OM) TO CLARIFY ASSIGNMENT**
.02 (P) DRAWS ORIGINAL CARTOONS									**(P) TO PROVIDE ILLUSTRATIONS**
.03 (P) USES GLUE									(P) TO MOUNT LETTERING ON MASTER
.04 (P) USES TACKING IRON AND TISSUE									(P) TO PREPARE FOR DRYMOUNTING
.05 (P) OPERATES DRYMOUNT PRESS									(P) TO MOUNT MATERIALS
.06 (P) OPERATES DRYMOUNT PRESS									**(P) TO LAMINATE PICTURES**
.07 (P) OPERATES ART O GRAPH MACHINE									**(P) TO PRODUCE TRACED IMAGE**
.08 (P) USES COLOR LIFT PROCESS									**(P) TO MAKE VISUAL**
.09 (P) USES PAPER CUTTER									(P) TO PREPARE SUPPLIES OF TISSUE
.10 (SS) OBSERVES STOCK OF PAPER									(SS) TO ENSURE ADEQUATE SUPPLIES
.11 (PM) TALKS WITH SUPERVISOR									(OM) TO REPORT SUPPLY NEEDS
.12 (P) OPERATES SPIRAL BINDING MACHINE									**(P) TO BIND MATERIALS**
5.07 TO PRODUCE TRANSPARENCIES									
.01 (D) USES RULER AND PENCIL									(D) TO DESIGN LAYOUT FOR MASTER
.02 (P) DRAWS ORIGINAL CARTOON									(P) TO PROVIDE ILLUSTRATION
.03 (P) OPERATES HEADLINER MACHINE									(P) TO PRODUCE LETTERING
.04 (P) ATTACHES ADHESIVE COLOR MATERIAL									**(P) TO ADD COLOR TO MASTER**
.05 (P) ATTACHES COLORED STRIPS									**(P) TO ADD COLOR TO MASTER**
.06 (P) OPERATES 3M SECRETARY COPIER									**(P) TO PRODUCE TRANSPARENCY OF MASTER**
.07 (P) OPERATES 3M MODEL SEVENTY MACHINE									(P) TO MAKE TRANSPARENCY OF HARD COPY
.08 (P) OPERATES OZAMATIC MACHINE									(P) TO MAKE COLOR OVERLAYS
.09 (P) OPERATES OZALID MACHINE									(P) TO PRODUCE TRANSPARENCY
.10 (P) USES DIAZO PROCESS									**(P) TO PRODUCE TRANSPARENCY COPIES**
.11 (P) USES DIAZO PROCESS									**(P) TO MAKE TRANSPARENCY OF MASTER**
.12 (P) OPERATES ADDOFAX MACHINE									**(P) TO MAKE BLUE CARBON TRANSPARENCY**
.13 (P) ASSEMBLES SHEETS OF FILM ON MOUNT									(P) TO PRODUCE OVERLAYS
.14 (P) USES TAPE									(P) TO TAPE FILM SHEETS TO FRAME
.15 (P) USES TECHNIFAX HINGES									(P) TO MOUNT TRANSPARENCIES
.16 (ES) OPERATES OVERHEAD PROJECTOR									**(ES) TO TEST FINISHED TRANSPARENCY**
.17 (OM) WRITES MATERIALS AND TIME SPENT									**(OM) TO PROVIDE RECORD FOR BILLING**
.18 (SS) CLEANS AND REFILLS PICKLE JAR									**(SS) TO MAINTAIN**
.19 (SS) REMOVES STUCK COPIES IN COPIER									(SS) TO RESTORE OPERATING CONDITION

5. PRODUCTION FUNCTION (CONTD) **WI S D P T R M L**

.20 (SS) CLEANS WORK AREA	(SS) TO KEEP CLEAN/ORGANIZED
5.08 TO PRODUCE ILLUSTRATED CHART	
.01 (SS) LOCATES APPROP PICTURES IN BOOK	(ES) TO ASCERTAIN AUTHENTICITY OF VISUAL
.02 (P) ROUGH SKETCHES CHARTS	(ES) TO GET APPROVAL OF CLIENT
.03 (P) LAYS OUT DESIGN ON FINISHED FORM	(P) TO PREPARE TO MAKE CHART
.04 (ES) CHOOSES APPROPRIATE COLORS	(P) TO ILLUSTRATE CHART
.05 (P) USES COMPASSES, PAINT AND BRUSHES	(P) TO PAINT PICTURES
.06 (P) OPERATES HEADLINER MACHINE	(P) TO PRODUCE LETTERING
.07 (SS) ASSIGNS CODE NUMBER TO CHART	(SS) TO KEEP RECORD
.08 (SS) AFFIXES CODE NUMBER ON CHART	(SS) TO IDENTIFY
5.09 TO PRODUCE PHOTOGRAPHIC MATERIALS	
.01 (P) ARRANGES LETTERS AND PICTURE	(P) TO PRODUCE ARTWORK
.02 (P) APPLIES GUMMED LETTERING TO PAPER	(P) TO PRODUCE ARTWORK
.03 (P) USES RULER	(ES) TO CHECK SYMMETRY OF DESIGN
.04 (ES) SELECTS APPROPRIATE FILM	(P) TO LOAD CAMERA
.05 (P) INSERTS FILM	(P) TO LOAD CAMERA
.06 (P) INSERTS FILM CARTRIDGE	(P) TO LOAD INSTAMATIC CAMERA
.07 (P) OPERATES COPY CAMERA	(P) TO PHOTOGRAPH COPYWORK
.08 (P) OPERATES 35 MM CAMERA	(P) TO PHOTOGRAPH
.09 (P) OPERATES COPY PROCESS CAMERA	(P) TO MAKE HALF TONE COPY
.10 (ES) CHOOSES APPROPRIATE CHEMICALS	(P) TO PROCESS BLACK & WHITE FILM
.11 (ES) CHOOSES APPROPRIATE CHEMICALS	(P) TO PROCESS COLOR FILM
.12 (P) MIXES CHEMICALS	(P) TO PROCESS BLACK & WHITE FILM
.13 (P) MIXES CHEMICALS	(P) TO PROCESS COLOR FILM
.14 (P) PROCESSES BLACK & WHITE FILM	(P) TO DEVELOP FILM
.15 (P) PROCESSES COLOR FILM	(P) TO DEVELOP FILM
.16 (ES) CHOOSES APPROPRIATE PAPER	(P) TO PRINT FILM
.17 (P) OPERATES ENLARGER	(P) TO MAKE BLACK & WHITE PRINTS
.18 (P) OPERATES CONTACT PRINTER	(P) TO MAKE BLACK & WHITE PRINTS
.19 (P) OPERATES ENLARGER	(P) TO MAKE COLOR PRINTS
.20 (P) OPERATES CONTACT PRINTER	(P) TO MAKE COLOR PRINTS
.21 (P) USES SEALING IRON	(P) TO MOUNT SLIDES
.22 (P) USES SLIDE MOUNTS	(P) TO MOUNT SLIDES
.23 (ES) CHECKS SLIDES PRODUCED	(ES) TO ENSURE ORDER FILLED
.24 (OM) PREPARES FILM CARTRIDGE	(OM) TO MAIL TO PROCESSOR
.25 (ES) CHECKS LEVEL OF SUPPLIES	(OM) TO DETERMINE NEED FOR ORDERS
.26 (OM) NOTES SUPPLIES NEEDED	(OM) TO WRITE REQUISITION LIST

5. PRODUCTION FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
5.10 TO SHOOT PHOTOGRAPHS ON LOCATION									
.01 (P) SELECTS APPROP EQUIPMENT									(P) TO PERFORM PHOTOGRAPHIC ASSIGNMENT
.02 (P) SELECTS APPROP FILM									(P) TO PERFORM PHOTOGRAPHIC ASSIGNMENT
.03 (P) INSERTS FILM									(P) TO LOAD CAMERA
.04 (SS) LOADS EQUIPMENT IN CAR									(SS) TO DELIVER TO LOCATION
.05 (SS) DRIVES TO LOCATION									(SS) TO DELIVER EQUIPMENT
.06 (PM) DISCUSSES WITH CLIENT									(OM) TO CLARIFY ASSIGNMENT
.07 (P) SETS UP TRIPOD AND CAMERA									(P) TO PREPARE FOR SHOOTING
.08 (P) TESTS LIGHT LEVEL									(P) TO SET CAMERA
.09 (P) OPERATES CAMERA									(P) TO PHOTOGRAPH
.10 (OM) WRITES INFORMATION ON ASSIGNMENT									(OM) TO KEEP RECORD
5.11 TO PRODUCE VISUALS FOR PRESENTATION									
.01 (D) READS SCRIPT	5	1	4	1	1	5	1	4	(D) TO DEVELOP OVERALL VIEW
.02 (PM) DISCUSSES WITH AUTHOR	5	4	4	4	1	5	1	4	(D) TO CLARIFY DETAILS OF PRESENTATION
.03 (D) ANALYZES SCRIPT	5	1	4	1	1	5	1	4	(D) TO IDENTIFY MAJOR IDEAS
.04 (D) ROUGH SKETCHES IMAGES	5	1	4	1	2	4	1	4	(D) TO CONVEY MESSAGE OF SCRIPT
.05 (PM) DISCUSSES WITH AUTHOR	5	4	4	4	1	4	1	4	(P) TO GET APPROVAL OF STORYBOARD
.06 (D) EVALUATES SCRIPT	5	1	4	1	1	5	1	4	(D) TO IDENTIFY NEEDED REALIA
.07 (P) ASSEMBLES REALIA									(P) TO IDENTIFY PREDOMINANT COLORS
.08 (D) ANALYZES SCRIPT									(D) TO IDENTIFY RESPONSE FRAMES
.09 (P) ASSIGNS DISTINCTIVE COLORS									(P) TO INDICATE RESPONSE FRAMES
.10 (D) ANALYZES SCRIPT									(D) TO IDENTIFY BLOCKS OF INFORMATION
.11 (P) ASSIGNS DISTINCTIVE COLORS									(P) TO INDICATE BLOCKS OF INFORMATION
.12 (P) LAYS TISSUE OVER VISUAL									(P) TO INDICATE IMAGE AREA
.13 (P) USES PREPARED ACETATES									(P) TO INDICATE IMAGE AREA
.14 (ES) ANALYZES PRODUCED VISUALS									(ES) TO EVALUATE QUALITY
.15 (OM) SELECTS TIME AND DATE									(ES) TO PREVIEW PRESENTATION
.16 (ES) PREVIEWS PRESENTATION									(ES) TO EVALUATE PRESENTATION
.17 (P) REVISES VISUALS									(P) TO IMPROVE PRESENTATION
5.12 TO PRODUCE SLIDE/TAPE PRESENTATION									
.01 (D) IDENTIFIES AUDIO COMPONENTS	5	1	4	1	1	5	1	4	(D) TO COMMUNICATE IDEA OF PRESENTATION
.02 (P) OPERATES TAPE RECORDER AND MIKE	5	5	4	2	2	3	1	2	(PM) TO INTERVIEW PEOPLE IN STREET
.03 (P) OPERATES RADIO CONSOLE									(P) TO PRODUCE AUDIO TAPE
.04 (D) LISTENS TO TAPE									(D) TO IDENTIFY APPROP SLIDES
.05 (P) OPERATES COPY CAMERA									(P) TO PRODUCE SLIDES
.06 (D) VIEWS SLIDES ON SORTING BOARD									(D) TO IDENTIFY APPROP SLIDES
.07 (SS) SETS UP EQUIPMENT									(SS) TO PREPARE FOR MULTISCREEN PRES.
.08 (SS) OPERATES EQUIPMENT									(U) TO VIEW MULTISCREEN PRESENTATION
.09 (ES) SELECTS MORE APPROP. VISUALS									(ES) TO IMPROVE PRESENTATION

.10 (P) CHANGES PACING	(ES) TO IMPROVE PRESENTATION

5.13 TO PRODUCE AUDIOTAPES

.01 (SS) LOCATES SPOKEN RECORDS	(P) TO COMPILE ANTHOLOGY TAPE
.02 (ES) LISTENS TO SPOKEN RECORDS	(ES) TO SELECT BEST RECORDINGS
.03 (P) OPERATES TAPE RECORDER, RECORDPLAYER	(P) TO MAKE ANTHOLOGY TAPE
.04 (ES) CHOOSES RECORD	(P) TO BE BACKGROUND MUSIC FOR TAPE
.05 (P) OPERATES TAPERECORDER & RECORDPLAYER	(P) TO PRODUCE AUDIO TAPES OF RECORDS
.06 (P) OPERATES TAPERECORDER AND TV	(P) TO MAKE TAPES OF TV PROGRAMS
.07 (P) OPERATES MOVIEPROJECTOR & RECORDER	(P) TO RECORD AUDIO FROM FILM
.08 (P) OPERATES TAPE RECORDER AND PROJECTOR	(P) TO MAKE SYNCHRONIZED AUDIOTAPE
.09 (P) OPERATES TAPE RECORDER	(P) TO DUPLICATE CARTRIDGES
.10 (P) OPERATES HIGH SPEED DUPLICATOR	(P) TO PRODUCE COPIES OF AUDIOTAPES
.11 (P) OPERATES TWO CONNECTED RECORDERS	(P) TO DUPLICATE AUDIOTAPES
.12 (P) OPERATES AUDIOTAPE RECORDER	(ES) TO CHECK DUPLICATED TAPE
.13 (ES) LISTENS TO TAPE	(ES) TO EVALUATE SOUND QUALITY
.14 (P) OPERATES MAGNETIC ERASING MACHINE	(P) TO ERASE TAPE CARTRIDGES
.15 (P) OPERATES MAGNETIC ERASING MACHINE	(P) TO ERASE AUDIO TAPES
.16 (P) OPERATES SPLICER AND TAPE DECK	(ES) TO EDIT AUDIOTAPE
.17 (OM) LABELS TAPE BOX	(SS) TO IDENTIFY IT

5.14 TO PRODUCE PULSED AUDIOTAPES

.01 (P) SETS UP MIKE AND TAPE DECK	(P) TO PUT AUDIBLE BEEP ON TAPE
.02 (P) OPERATES TAPE RECORDER	(P) TO PLAY AUDIO TAPE
.03 (P) READS SCRIPT SILENTLY	(P) TO PUT AUDIBLE BEEP ON TAPE
.04 (P) PRESSES TONE BUTTON ON CUE	(P) TO PUT AUDIBLE BEEP ON TAPE
.05 (ES) WATCHES METER	(P) TO ENSURE APPROP VOLUME FOR BEEP
.06 (SS) OPERATES TAPE RECORDER	(ES) TO CHECK ACCURACY OF BEEPS

5.15 TO RECORD CONFERENCE SESSION

.01 (OM) SCHEDULES TIME AND DATE	(SS) TO KEEP RECORD OF ASSIGNMENT
.02 (SS) LOADS EQUIPMENT ON CART	(SS) TO DELIVER TO CONFERENCE ROOM
.03 (SS) PUSHES CART	(SS) TO DELIVER TO CONFERENCE ROOM
.04 (SS) UNLOADS EQUIPMENT	(SS) TO DELIVER TO CONFERENCE ROOM
.05 (P) SETS UP AUDIO EQUIPMENT	(P) TO PREPARE FOR RECORDING
.06 (ES) TESTS AUDIO EQUIPMENT	(P) TO PREPARE FOR RECORDING
.07 (P) MAKES PATCHES ON ELECTRONIC PANEL	(P) TO MAKE REMOTE RECORDING
.08 (P) SETS SWITCH ON MACHINE	(P) TO MAKE REMOTE RECORDING
.09 (ES) MONITORS SOUND FROM LOCATION	(ES) TO CHECK QUALITY
.10 (P) OPERATES AUDIO EQUIPMENT	(P) TO PRODUCE REMOTE RECORDING
.11 (OM) LISTS NUMBER OF RECORDINGS MADE	(OM) TO KEEP RECORD OF WORK

5. PRODUCTION FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
5.16 TO MAKE A VIDEOTAPE RECORDING ON LOCATION									
.01 (SS) LOADS VIDEOTAPE RECORDER IN VAN									(SS) TO DELIVER EQUIPMENT
.02 (P) DRIVES TO ASSIGNED LOCATION									(SS) TO DELIVER EQUIPMENT
.03 (ES) SURVEYS CLASSROOM									(P) TO DETERMINE SET ARRANGEMENT
.04 (P) SETS UP VIDEOTAPE RECORDER									(P) TO PREPARE FOR TAPING
.05 (P) SETS UP MIKES									(P) TO PREPARE FOR TAPING
.06 (ES) TESTS LEVELS ON MIKES									(ES) TO ENSURE QUALITY SOUND
.07 (P) SETS UP CAMERA									(P) TO PREPARE FOR TAPING
.08 (ES) OBSERVES MONITOR									(ES) TO ADJUST SET AND CAMERA
.09 (P) ADJUSTS PLACEMENT OF MIKES									(P) TO ENSURE QUALITY SOUND
.10 (P) ADJUSTS PLACEMENT OF CAMERA									(ES) TO ENSURE QUALITY VISUAL
.11 (PM) TALKS WITH TEACHER									(UD) TO INFORM OF PROCEDURE
.12 (P) GIVES SIGNALS TO TEACHER									(P) TO DIRECT PRODUCTION
.13 (P) OPERATES VIDEOTAPE CAMERA									(P) TO RECORD PRODUCTION
.14 (P) OPERATES VIDEOTAPE RECORDER									(P) TO RECORD PRODUCTION
.15 (ES) MONITORS AUDIO DIALS									(ES) TO MAKE ADJUSTMENTS IN LEVEL
.16 (ES) OBSERVES IMAGE ON MONITOR									(ES) TO CHANGE CAMERA ANGLE
.17 (P) GIVES SIGNAL TO TEACHER									(P) TO SIGNAL END OF PRODUCTION
.18 (SS) PLAYS BACK VIDEOTAPE									(ES) TO CHECK QUALITY OF RECORDING
5.17 TO PREPARE MATERIALS FOR TV									
.01 (ES) EDITS FILM FOOTAGE	5	6	4	1	1	4	1	2	(P) TO PRODUCE FINAL FILM
.02 (SS) OPERATES MOVIE PROJECTOR									(SS) TO SHOW FILM
.03 (SS) USES STOPWATCH									(SS) TO RECORD RUNNING TIME OF FILM
.04 (P) CUTS LEADER FROM FILM									(P) TO PRODUCE CONTINUOUS FOOTAGE
5.18 TO PRODUCE TV RECORDINGS									
.01 (OM) SCHEDULES STUDIO									(SS) TO RESERVE FOR TAPING
.02 (PM) TALKS WITH CLIENT									(P) TO CLARIFY SET REQUIREMENTS
.03 (P) LIFTS AND CARRIES PROPS									(P) TO ARRANGE SET FOR TAPING
.04 (PM) TALKS WITH CLIENT									(P) TO CLARIFY AUDIO REQUIREMENTS
.05 (P) SETS UP MIKES									(P) TO PREPARE FOR TAPING
.06 (ES) TESTS LEVELS ON MIKES									(ES) TO ENSURE QUALITY SOUND
.07 (P) SETS UP LIGHTS									(P) TO PREPARE FOR TAPING
.08 (P) SETS UP VTR CAMERA									(P) TO PREPARE FOR TAPING
.09 (ES) OBSERVES SET ON MONITORS									(ES) TO ADJUST SET AND LIGHTING
.10 (P) ADJUSTS PLACEMENT OF MIKES									(ES) TO ENSURE QUALITY SOUND
.11 (P) ADJUSTS PLACEMENT OF LIGHTS									(ES) TO ENSURE QUALITY VISUAL
.12 (PM) TALKS WITH TALENT	5	4	4	2	1	4	1	4	(UD) TO INFORM OF PROCEDURE
.13 (P) GIVES SIGNALS TO TALENT AND CREW									(P) TO DIRECT PRODUCTION
.14 (P) OPERATES CONTROL PANEL	6	6	5	1	2	4	1	4	(P) TO DIRECT PRODUCTION

5. PRODUCTION FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
.15 (P) OPERATES TV CAMERA									(P) TO RECORD SESSION
.16 (ES) MONITORS OSCILLOSCOPE									(ES) TO ENSURE QUALITY PRODUCTION
.17 (ES) MONITORS AUDIO DIALS									(ES) TO MAKE ADJUSTMENTS IN LEVEL
.18 (ES) OBSERVES IMAGE ON MONITOR									(P) TO SWITCH CAMERAS
.19 (P) GIVES SIGNALS TO TALENT AND CREW									(P) TO SIGNAL END OF PRODUCTION
5.19 TO SHOOT MOTION PICTURE									
.01 (SS) LOADS MOTION PICTURE CAMERA IN VAN									(SS) TO DELIVER TO LOCATION
.02 (SS) DRIVES VAN TO LOCATION									(SS) TO DELIVER TO LOCATION
.03 (PM) DISCUSSES WITH PRODUCER									(D) TO DEFINE OBJECTIVES OF FILM
.04 (P) PREPARES CAMERA									(P) TO READY FOR SHOOTING
.05 (P) PREPARES SOUND EQUIPMENT									(P) TO READY FOR SHOOTING
.06 (P) OPERATES MOTION PICTURE CAMERA									(P) TO RECORD ACTION
.07 (P) OPERATES SOUND EQUIPMENT									(P) TO RECORD SOUND
.08 (P) OPERATES MOTION PICTURE PROJECTOR									(P) TO PREVIEW RAW FOOTAGE
.09 (ES) OBSERVES RAW FOOTAGE									(ES) TO MAKE EDITING DECISIONS
.10 (ES) USES SCISSORS									(ES) TO EDIT PORTIONS OF FILM
.11 (P) USES FILM SPLICER									(P) TO SPLICE RAW FOOTAGE
5.20 TO PRODUCE/DIRECT MOTION PICTURE									
.01 (P) ANALYZES SCRIPT	5	1	4	1	1	4	2	4	(P) TO WRITE SHOT BREAKDOWN
.02 (P) ORGANIZES SHOT BREAKDOWN									(P) TO PROVIDE SHOT SEQUENCES
.03 (OM) ANALYZES PRODUCTION DETAILS	5	1	5	1	1	5	1	5	(OM) TO WRITE PRODUCTION PLAN
.04 (OM) ANALYZES PRODUCTION PLAN									(OM) TO DEVELOP PRODUCTION BUDGET
.05 (OM) ANALYZES PRODUCTION PLAN									(OM) TO DETERMINE EQUIP NEEDS
.06 (OM) ANALYZES PRODUCTION PLAN									(OM) TO DETERMINE TALENT/CREW NEEDS
.07 (P) ANALYZES SHOT SEQUENCES	5	1	5	1	1	5	1	5	(P) TO DETERMINE NEEDED LOCATION
.08 (OM) SEARCHES IN FILE									(OM) TO SELECT SUITABLE LOCATION
.09 (PM) CALLS APPROPRIATE AGENCY									(OM) TO SCHEDULE LOCATION
.10 (OM) MAKES ARRANGEMENTS									(OM) TO TRANSPORT CREW/TALENT TO LOCATION
.11 (ES) SURVEYS LOCATION	5	1	5	1	1	5	1	4	(P) TO REVISE SHOT BREAKDOWN
.12 (PM) GIVES INSTRUCTIONS TO SOUND CREW	5	4	5	5	1	5	1	5	(P) TO DIRECT AUDIO RECORDING
.13 (PM) GIVES INSTRUCTIONS TO CAMERA CREW	5	4	5	5	1	5	1	5	(P) TO DIRECT SHOTS TO BE TAKEN
.14 (PM) GIVES INSTRUCTIONS TO TALENT	5	4	5	5	1	5	1	5	(P) TO DIRECT ACTION FOR SHOTS
.15 (ES) OBSERVES RUN THROUGH	5	1	5	1	1	5	1	5	(ES) TO SUGGEST IMPROVEMENTS IN FILM
.16 (ES) EVALUATES TAKE	5	1	5	1	1	5	1	5	(ES) TO ACCEPT OR REJECT FILM
.17 (ES) CHECKS SHOT SEQUENCE									(ES) TO ENSURE ALL TAKEN
.18 (PM) GIVES INSTRUCTIONS	5	4	5	5	1	5	1	4	(P) TO HAVE ART WORK PRODUCED
.19 (PM) DISCUSSES WITH FILM EDITOR	5	4	4	4	1	5	1	5	(P) TO EXPLAIN FILM CONCEPTS
.20 (PM) ADVISES FILM EDITOR	5	4	4	4	1	5	1	5	(P) TO SUGGEST IMPROVEMENTS
.21 (ES) VIEWS SEQUENCES OF FILM	5	1	4	1	1	5	1	4	(P) TO APPROVE ROUGH CUT
.22 (PM) DISCUSSES WITH SPECIALISTS	5	4	4	4	1	5	1	5	(P) TO HAVE ROUGH CUT APPROVED

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5. PRODUCTION FUNCTION (CONTD)                        WI  S  D P T  R M L

      .23 (OM) SURVEYS MARKET POTENTIAL                5  1  5 1 1  5 1 5  (OM) TO DECIDE ON NUMBER OF COPIES
      .24 (PM) GIVES INSTRUCTIONS TO LAB                                   (OM) TO HAVE PRINTS PRODUCED

  5.21  TO COORDINATE PRODUCTION OF AUDIOTAPES
      .01 (PM) DISCUSSES WITH WRITERS                                      (P ) TO IMPROVE AUDIO STANDARDS
      .02 (ES) EDITS SCRIPT                                                (P ) TO IMPROVE QUALITY
      .03 (P ) ANALYSES SCRIPT                                             (P ) TO ASSIGN PAUSES
      .04 (P ) OPERATES TAPE RECORDER                                      (P ) TO PRODUCE SCRATCH TAPE
      .05 (P ) READS SCRIPT ALOUD                                          (P ) TO PRODUCE SCRATCH TAPE
      .06 (P ) REVISES SCRATCH TAPE                                        (P ) TO IMPROVE QUALITY
      .07 (OM) OPERATES STOPWATCH & RECORDER                               (P ) TO TIME SCRATCH TAPE
      .08 (OM) TRANSMITS SCRIPT TO NARRATOR                                (OM) TO HAVE TAPE PRODUCED
      .09 (OM) SCHEDULES PREVIEW SESSION                                   (SS) TO PLAY BACK AUDIOTAPE
      .10 (OM) MAKES ARRANGEMENTS                                          (P ) TO PRODUCE DUPLICATES OF TAPE

  5.22  TO COORDINATE PRODUCTION OF SLIDE PRESENTATION
      .01 (PM) INTERVIEWS CLIENT                                           (D ) TO CLARIFY PRESENTATION DETAILS
      .02 (OM) WRITES STANDARD PRODUCTION ORDER                            (OM) TO COORDINATE PRODUCTION
      .03 (OM) WRITES TIME SCHEDULE                                        (OM) TO ASSIGN COMPLETION DATES
      .04 (D ) READS MATERIAL PROVIDED                                     (D ) TO SEPARATE INTO MAJOR IDEAS
      .05 (P ) ROUGH SKETCHES VISUALS                                      (P ) TO ILLUSTRATE CONTENT OUTLINE
      .06 (D ) WRITES SUMMARY OF MAJOR IDEAS                               (D ) TO ORGANIZE CONTENT
      .07 (D ) SELECTS APPROP MEDIA                                        (D ) TO MATCH MEDIA TO CONTENT
      .08 (ES) CHOOSES COLORS AND STYLES                                   (P ) TO GIVE CONTINUITY TO PRESENTATION
      .09 (OM) WRITES INSTRUCTIONS RE COLOR ETC                            (UD) TO INFORM PRODUCTION UNITS
      .10 (P ) ARRANGES S-B CARDS BY MAIN IDEAS                            (P ) TO ASSIGN FRAME NUMBERS
      .11 (OM) ARRANGES S-B CARDS BY LABEL                                 (OM) TO ASSIGN WORK TO PRODUCTION UNITS
      .12 (PM) DISCUSSES STORYBOARD CARDS                                  (P ) TO CLARIFY PRODUCTION DETAILS
      .13 (OM) SEARCHES STOCK FILES                                        (ES) TO CHOOSE EXISTING SLIDES
      .14 (ES) REMOVES POOR QUALITY SLIDES                                 (ES) TO IMPROVE PRODUCTION QUALITY
      .15 (P ) OPERATES POLAROID CAMERA                                    (P ) TO PHOTOGRAPH COMPLICATED VISUALS
      .16 (P ) ARRANGES SLIDES IN SEQUENCE                                 (P ) TO ORGANIZE IN PRESCRIBED ORDER
      .17 (SS) OPERATES SLIDE PROJECTOR                                    (U ) TO SHOW RAW PRESENTATION TO CLIENT
      .18 (U ) READS SCRIPT AND SHOWS SLIDES                               (U ) TO SHOW RAW PRESENTATION TO CLIENT
      .19 (PM) DISCUSSES WITH CLIENT                                       (ES) TO DETERMINE REVISIONS NEEDED
      .20 (P ) REVISES PRESENTATION                                        (P ) TO IMPROVE QUALITY

  5.23  TO COORDINATE PRODUCTION OF FILMSTRIP
      .01 (PM) DISCUSSES WITH SUPERVISORS              5  4  4 2 1  5 1 4  (D ) TO DETERMINE CURRICULUM NEEDS
      .02 (RT) VISITS LOCALITY                                             (D ) TO OBTAIN BACKGROUND INFO
      .03 (D ) WRITES LEARNING OBJECTIVES              5  1  4 1 1  5 1 5  (D ) TO COORDINATE FILMSTRIP DESIGN
      .04 (D ) ANALYZES LEARNING OBJECTIVES                                (D ) TO WRITE ROUGH SCRIPT
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5. PRODUCTION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.05	(PM)	DISCUSSES WITH PHOTOGRAPHER	5	4	4	2	1	5	1	4	(U)	TO DETERMINE PICTURES NEEDED
.06	(PM)	ADVISES PHOTOGRAPHER									(P)	TO ASSIST IN LOCATION SHOOTING
.07	(ES)	ANALYZES SLIDES									(ES)	TO SELECT SUITABLE ONES
.08	(ES)	EVALUATES SLIDES AND TAPE	5	1	4	1	1	5	1	4	(ES)	TO IMPROVE QUALITY OF MATERIAL
.09	(P)	ANALYZES FILMSTRIP	6	1	5	1	1	5	1	5	(P)	TO WRITE TEACHER'S MANUAL
.10	(SS)	ANALYZES CATALOGS AND FILES	5	1	3	1	1	4	1	4	(SS)	TO LIST RELATED MATERIALS
5.24		TO COORDINATE PRODUCTION OF SOUND FILMSTRIP										
.01	(OM)	READS ASSIGNED SCRIPT									(OM)	TO ASSESS WORK TO BE DONE
.02	(ES)	EDITS PORTIONS OF SCRIPT									(P)	TO REDUCE LENGTH AND IMPROVE QUALITY
.03	(P)	REORDERS SCRIPT									(P)	TO FOLLOW DESIGN SPECIFICATIONS
.04	(P)	SEQUENCES SLIDES USING SLIDE VIEWER									(P)	TO MATCH CONCEPTS IN SCRIPT
.05	(P)	REWRITES PORTIONS OF SCRIPT									(P)	TO MATCH WORDS TO EXISTING VISUALS
.06	(P)	OPERATES TAPE RECORDER									(P)	TO PRODUCE SCRATCH TAPE
.07	(P)	READS SCRIPT ALOUD									(P)	TO PRODUCE SCRATCH TAPE
.08	(SS)	LISTENS TO SCRATCH TAPE									(P)	TO MATCH AUDIO AND VISUALS
.09	(P)	DRAWS ROUGH SKETCHES									(P)	TO DESIGN TITLE FRAMES
.10	(PM)	DISCUSSES WITH ART DEPARTMENT									(P)	TO ASSIGN COLOR AND LETTERING
.11	(P)	TIMES SCRATCH TAPE WITH STOPWATCH									(P)	TO ASSESS LENGTH OF TAPE
.12	(OM)	SCHEDULES MEETING WITH DIRECTOR									(U)	TO SHOW RAW PRESENTATION
.13	(U)	DEMONSTRATES SCRATCH TAPE & SLIDES									(ES)	TO OBTAIN DIRECTOR'S EVALUATION
.14	(PM)	DISCUSSES WITH DIRECTOR									(ES)	TO DETERMINE REVISIONS NEEDED
.15	(P)	REVISES SCRATCH TAPE									(P)	TO IMPROVE QUALITY
.16	(OM)	SCHEDULES MEETING WITH WRITER									(U)	TO SHOW RAW PRESENTATION
.17	(U)	DEMONSTRATES SCRATCH TAPE & SLIDES									(ES)	TO OBTAIN WRITER'S EVALUATION
.18	(PM)	DISCUSSES WITH WRITER									(P)	TO DETERMINE REVISIONS NEEDED
.19	(P)	REVISES SCRATCH TAPE									(P)	TO IMPROVE QUALITY
5.25		TO COORDINATE PRODUCTION OF FILMSTRIP RECORD KIT										
.01	(OM)	SCHEDULES MEETING WITH DIRECTORS									(PM)	TO DISCUSS PROPOSAL
.02	(OM)	RECOMMENDS PURCHASE OF SCRIPT									(P)	TO INITIATE PRODUCTION
.03	(ES)	READS SCRIPT									(ES)	TO ENSURE CORRECT GRAMMAR
.04	(ES)	EDITS SCRIPT									(ES)	TO IMPROVE QUALITY
.05	(OM)	CHOOSES SUBJECT MATTER CONSULTANT									(ES)	TO ENSURE VALID CONTENT
.06	(PM)	ASKS SUBJECT MATTER CONSULTANT									(ES)	TO HAVE CONTENT VALIDATED
.07	(ES)	CHECKS PICTURES AGAINST SCRIPT									(ES)	TO ENSURE ALL VISUALS PRESENT
.08	(ES)	EVALUATES SCRIPT	5	1	4	1	1	5	1	4	(P)	TO CHOOSE APPROP MUSIC AND EFFECTS
.09	(PM)	CALLS TALENT									(PM)	TO REQUEST THEM TO AUDITION
.10	(ES)	AUDITIONS TALENT									(ES)	TO CHOOSE MOST SUITABLE
.11	(ES)	CHOOSES APPROPRIATE NARRATOR									(PM)	TO OBTAIN SCRIPT NARRATOR
.12	(ES)	CHOOSES APPROPRIATE MUSIC									(ES)	TO OBTAIN BACKGROUND MUSIC
.13	(PM)	CALLS SOUND STUDIO									(SS)	TO SCHEDULE TIME FOR RECORDING

5. PRODUCTION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.14	(ES)	EVALUATES NARRATORS READING									(ES)	TO SUGGEST IMPROVEMENTS
.15	(OM)	GIVES SIGNALS TO TECHNICAL STAFF									(P)	TO PRODUCE AUDIO RECORDING
.16	(P)	MIXES NARRATION TAPE & SOUND									(P)	TO PRODUCE FINISHED TAPE
.17	(P)	USES STYLUS									(P)	TO MAKE ACETATE CUT
.18	(P)	TIMES RECORDING WITH STOP WATCH									(P)	TO DETERMINE LENGTH
.19	(P)	PUTS IMPULSES ON TAPE									(P)	TO PRODUCE PULSED TAPE
.20	(ES)	LISTENS TO RECORDING									(ES)	TO ENSURE COMPLETE AND CORRECT
.21	(OM)	GIVES INSTRUCTIONS TO STUDIO STAFF									(P)	TO HAVE MASTER MADE OF AUDIORECORD
.22	(OM)	ASSESSES FEE USING UNION RATES									(OM)	TO PAY NARRATOR
.23	(P)	DESIGNS LAYOUT									(P)	TO DESIGN RECORD SLEEVE

5.26 TO COORDINATE PRODUCTION OF MATERIALS FOR COURSE

			WI	S	D	P	T	R	M	L		
.01	(PM)	INTERVIEWS CLIENT									(D)	TO CLARIFY PRESENTATION DETAILS
.02	(OM)	WRITES LETTERS TO PAST STUDENTS									(D)	TO DEVELOP STUDENT PROFILE
.03	(RT)	TABULATES RESPONSES FROM LETTERS									(D)	TO DEVELOP STUDENT PROFILE
.04	(RT)	TABULATES INFORMATION									(D)	TO DEVELOP INSTRUCTOR PROFILE
.05	(PM)	INTERVIEWS CLIENT									(OD)	TO DEVELOP LIST OF SUBJECTS TAUGHT
.06	(PM)	QUESTIONS CLIENT									(OD)	TO LIST EXTANT MATERIALS AVAILABLE
.07	(ES)	REVIEWS EXTANT MATERIALS									(ES)	TO SELECT APPROPRIATE ONES
.08	(D)	ARRANGES MATERIALS	5	1	4	1	1	4	1	4	(D)	TO ORGANIZE INTO LOGICAL ORDER
.09	(D)	WRITES ROUGH OUTLINE OF CONTENT	5	1	4	1	1	5	1	4	(D)	TO DEVELOP COURSE CONTENT
.10	(P)	SKETCHES ROUGH VISUALS									(P)	TO ILLUSTRATE COURSE OUTLINE
.11	(PM)	INTERVIEWS CLIENT									(ES)	TO GET APPROVAL OF STORYBOARD
.12	(ES)	SELECTS APPROPRIATE MEDIA									(D)	TO MATCH MEDIA TO CONTENT
.13	(OM)	ESTIMATES COST FOR EACH SEGMENT									(OM)	TO DEVELOP COST ANALYSIS
.14	(OM)	ADDS ESTIMATED COSTS FOR SEGMENTS									(OM)	TO DEVELOP COST ANALYSIS
.15	(PM)	INTERVIEWS CLIENT									(ES)	TO GET APPROVAL OF BASIC CONTENT
.16	(OM)	WRITES TIME SCHEDULE									(OM)	TO ASSIGN COMPLETION DATES
.17	(OM)	DEFINES PERT CHART									(OM)	TO ASSIGN COMPLETION DATES
.18	(OM)	ARRANGES STORYBOARD CARDS									(OM)	TO ASSIGN WORK TO PRODUCTION UNITS
.19	(PM)	DISCUSSES STORYBOARD CARDS									(OM)	TO CLARIFY PRODUCTION DETAILS
.20	(P)	INCORPORATES DESIGN ELEMENTS	5	1	4	1	1	5	1	5	(P)	TO WRITE TEXT
.21	(ES)	EVALUATES MATERIALS PRODUCED									(ES)	TO REMOVE POOR QUALITY
.22	(P)	ARRANGES MATERIALS IN SEQUENCE									(P)	TO ORGANIZE IN PRESCRIBED ORDER
.23	(PM)	INTERVIEWS CLIENT									(ES)	TO GET APPROVAL OF PRODUCTION
.24	(PM)	GIVES INSTRUCTIONS									(P)	TO HAVE MULTIPLE COPIES PRODUCED
.25	(ES)	DESIGNS EVALUATION FORMS	5	1	4	1	1	4	1	4	(ES)	TO PILOT TEST INSTRUCT. MATERIALS
.26	(PM)	REQUESTS TEACHER									(ES)	TO HAVE PILOT TEST CONDUCTED
.27	(ES)	COLLECTS RESPONSES FROM PILOT									(ES)	TO ASSESS REACTIONS TO MATERIALS
.28	(P)	REVISES INSTRUCTIONAL MATERIALS	5	1	4	1	1	5	1	5	(P)	TO IMPROVE QUALITY

5. PRODUCTION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
5.27		TO COORDINATE MASS PRODUCTION OF COURSE MATERIALS										
.01	(PM)	DISCUSSES W. COURSE DEVELOPERS									(P)	TO CLARIFY DETAILS ON PROD. SPECS.
.02	(PM)	REQUESTS COURSE DEVELOPERS									(OM)	TO OBTAIN SIZE & TYPE OF PROGRAM
.03	(OM)	EVALUATES LIST OF CONTRACTORS									(OM)	TO SELECT MOST APPROPRIATE
.04	(PM)	DISCUSSES W. CONTRACTOR									(OM)	TO SELECT MOST APPROPRIATE
.05	(PM)	CALLS CONTRACTOR PERIODICALLY									(OM)	TO ENSURE PRODUCT ON TIME
.06	(PM)	DISCUSSES WITH SUPERVISOR									(OM)	TO DEFINE SHIPPING ARRANGEMENTS
.07	(PM)	OBSERVES PACKERS									(SS)	TO ENSURE PRODUCT SHIPPED SAFELY
.08	(PM)	CALLS PRODUCERS									(UD)	TO INFORM OF MISTAKES IN PRODUCT
.09	(PM)	CALLS PRODUCERS									(SS)	TO REQUEST REPLACEMENT MATERIALS
.10	(OM)	READS BILL FROM PRODUCER									(OM)	TO APPROVE FOR PAYMENT
5.28		TO WRITE ACTIVITY FRAMES										
.01	(D)	ANALYZES SCRIPT									(D)	TO CHOOSE KEY CONCEPTS
.02	(D)	SELECTS KEY WORDS									(D)	TO PRESENT TO STUDENTS TO DEFINE
.03	(D)	SELECTS TOPICS									(D)	TO PRESENT FOR REVIEW & DISCUSSION
.04	(D)	SELECTS TOPICS									(D)	TO PRESENT FOR ENRICHMENT ACTIVITY
.05	(P)	INCORPORATES DESIGN ELEMENTS	5	1	4	1	1	4	1	5	(P)	TO WRITE ACTIVITY FRAMES
.06	(OM)	GIVES DIRECTIONS TO ART DEPARTMENT									(P)	TO MAKE SLIDES INTO TEST PRINT
.07	(PM)	DISCUSSES WITH AUDIO DIRECTOR									(P)	TO DECIDE ON MUSIC & SOUND EFFECTS
5.29		TO IMPROVE PRODUCTION STANDARDS										
.01	(SS)	COLLECTS INFOR ON VISUAL MATERIALS									(P)	TO DEVELOP GUIDELINES
.02	(ES)	ANALYZES TRAINING MATS									(P)	TO LIST WEAK AREAS IN VISUALS
.03	(P)	WRITES VISUALS STANDARDS									(P)	TO DEVELOP GUIDELINES
.04	(D)	DESIGNS COURSE	5	1	4	1	1	5	1	5	(UD)	TO INSTRUCT IN VISUAL COMMUNICS.
.05	(P)	LISTS TV LIGHTING REQUIREMENTS									(P)	TO WRITE TV PRODUCTION MANUAL
.06	(P)	DESCRIBES TV CAMERA TECHNIQUES									(P)	TO WRITE TV PRODUCTION MANUAL
.07	(P)	DESCRIBES SET UP FOR ROLE PLAYS									(P)	TO WRITE TV PRODUCTION MANUAL
.08	(P)	DESCRIBES PLACING OF MIKES									(P)	TO WRITE TV PRODUCTION MANUAL
.09	(UD)	ADVISES ON FILM MAKING TECHNIQUES	5	4	4	4	1	4	1	4	(UD)	TO INFORM FIELD PERSONNEL
.10	(P)	LISTS STANDARDS FOR AUDIO									(P)	TO WRITE AUDIO PRODUCTION MANUAL
5.30		TO WRITE COMPUTER PROGRAMS FOR CAI										
.01	(SS)	DRIVES TO SCHOOLS									(PM)	TO CONSULT WITH TEACHERS
.02	(PM)	LISTENS TO TEACHER'S DESCRIPTION	5	4	4	2	1	5	1	4	(D)	TO UNDERSTAND CONCEPT
.03	(PM)	ASKS QUESTIONS	5	4	4	4	1	5	1	4	(D)	TO DEVELOP SEQUENCE FOR PROGRAM
.04	(D)	SUGGESTS ALTERNATIVE APPROACHES	5	4	4	4	1	5	1	4	(D)	TO DEFINE CONCEPT FOR PROGRAM
.05	(D)	EXAMINES PROGRAM OUTLINE									(D)	TO DECIDE PROGRAMING LANGUAGE
.06	(D)	DESIGNS FLOW CHART	5	1	5	1	1	5	4	4	(D)	TO DEVELOP SEQUENCE FOR PROGRAM
.07	(P)	ANALYZES STEPS IN FLOW CHART	5	1	5	1	1	5	4	4	(P)	TO TRANSLATE INTO COMPUTER LANGUAGE

5. PRODUCTION FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.08 (ES) TESTS PROGRAM IN COMPUTER	5	1	5	1	1	5	4	4	(ES) TO DISCOVER ERRORS
.09 (P) REWRITES PROGRAM	5	1	5	1	1	5	4	4	(P) TO ELIMINATE ERRORS
.10 (P) OPERATES COMPUTER TERMINAL									(P) TO STORE PROGRAM IN MEMORY
5.31 TO BUILD CCTV STUDIO									
.01 (D) ANALYZES PROGRAM NEEDS	5	1	5	1	1	5	1	4	(D) TO WRITE DESIGN SPECIFICATIONS
.02 (D) INCORPORATES DESIGN SPECS	5	1	5	1	1	5	4	4	(D) TO DRAW FLOOR PLAN
.03 (D) INCORPORATES DESIGN SPECS	5	1	4	1	1	4	3	4	(D) TO WRITE EQUIPMENT SPECIFICATIONS
.04 (OM) CALCULATES MONEY AVAILABLE									(OM) TO COMPUTE BUDGET
.05 (ES) OBSERVES EQUIPMENT IN OPERATION									(ES) TO ASSESS PERFORMANCE
.06 (PM) OBSERVES BUILDERS AT WORK	5	4	4	5	1	4	1	4	(SS) TO ENSURE SPECS ARE MET
.07 (P) BUILDS SOUND PROOF CEILING									(SS) TO EQUIP CCTV STUDIO
.08 (P) HOOKS UP EQUIPMENT	5	6	4	1	3	4	3	4	(SS) TO EQUIP CCTV STUDIO

6. EVALUATION-SELECTION FUNCTION

6.01 TO DEVELOP A CLIMATE THAT IS SUPPORTIVE OF EVALUATION

		WI	S	D	P	T	R	M	L	
.01	(UD) READS KEY EDUCATIONAL JOURNALS	5	1	4	1	1	5	1	6	(UD) TO ASSESS ATTITUDES TO EVALUATION
.02	(PM) TALKS TO EDUCATIONAL LEADERS	5	4	4	4	1	5	1	5	(UD) TO ASSESS ATTITUDES TO EVALUATION
.03	(PM) SPEAKS TO CLIENT GROUP	5	4	4	4	1	5	1	5	(ES) TO IDENTIFY SPECIAL PROBLEMS
.04	(PM) SPEAKS WITH CLIENT GROUP	5	4	4	3	1	5	1	5	(PM) TO DEVELOP RAPPORT WITH GROUP
.05	(UD) INSTRUCTS CLIENT GROUP	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN PURPOSES OF EVALUATION
.06	(UD) INSTRUCTS CLIENT GROUP	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN ROLE OF EVALUATOR
.07	(PM) DISCUSSES WITH CLIENT GROUP	5	4	4	4	1	5	1	5	(UD) TO ANSWER QUESTIONS RE EVALUATION
.08	(PM) DISCUSSES WITH CLIENT GROUP	5	4	4	4	1	5	1	5	(UD) TO EMPHASIZE NON-THREATENING EVAL
.09	(PM) SPEAKS WITH INDIVIDUAL MEMBERS	5	4	4	4	1	5	1	5	(PM) TO REDUCE SPECIFIC INHIBITIONS
.10	(PM) SPEAKS WITH CLIENT GROUP	5	4	4	4	1	5	1	5	(ES) TO INVITE PARTICIPATION IN EVAL

6.02 TO PLAN AND FOCUS PROJECT EVALUATION

		WI	S	D	P	T	R	M	L	
.01	(UD) READS PROJECT PROPOSAL	6	1	5	1	1	6	1	6	(UD) TO DETERMINE OBJECTIVES TO BE EVAL
.02	(OM) ANALYZES PROJECT PERSONNEL/ORGAN	5	1	4	1	1	5	1	5	(OM) TO DETERMINE DECISION MAKERS
.03	(PM) SPEAKS WITH DECISION MAKERS	5	4	4	4	1	5	1	5	(ES) TO DEFINE DECISIONS TO BE MADE
.04	(ES) TRANSLATES PROJECT PROPOSAL/REPORTS	6	1	5	1	1	5	1	6	(ES) TO SPECIFY PROJECT ASSUMPTIONS
.05	(ES) TRANSLATES PROJECT PROPOSAL/REPORTS	6	1	5	1	1	5	1	6	(ES) TO SPECIFY CRITERIA FOR DECISION
.06	(UD) OBSERVES PROJECT IN OPERATION	5	1	4	1	1	5	1	5	(RT) TO LEARN PROJECT PROCEDURES
.07	(PM) SPEAKS WITH PROJECT STAFF	5	4	4	2	1	5	1	5	(RT) TO LEARN PROJECT PROCEDURES
.08	(D) TRANSLATES OBJECTIVES	5	1	5	1	1	5	1	5	(D) TO SPECIFY STUDENT BEHAVIORS
.09	(UD) READS PROPOSAL	5	1	4	1	1	5	1	6	(OM) TO DETERMINE DATES FOR EVAL REPORTS
.10	(UD) READS PROPOSAL	5	1	4	1	1	5	1	6	(OM) TO DETERMINE AUDIENCE FOR REPORTS
.11	(UD) READS RESEARCH LITERATURE	5	1	4	1	1	5	1	6	(UD) TO IDENTIFY SIMILAR EVAL PROJECTS
.12	(ES) SYNTHESIZES NEEDS/EVAL KNOWLEDGE	6	1	5	1	1	5	1	5	(ES) TO DEVELOP EVALUATION PLANS
.13	(PM) SPEAKS TO CONTENT/TECHNICAL EXPERTS	5	4	4	4	1	5	1	5	(OM) TO OBTAIN REVIEW OF EVAL PLANS
.14	(ES) TRANSLATES EVALUATION PLANS	6	1	5	1	1	5	1	5	(ES) TO IDENTIFY SPECIFIC EVAL ACTIVITIES
.15	(OM) ANALYZES ACTIVITIES	5	1	4	1	1	5	1	4	(OM) TO DETERMINE STAFF/TIME/RESOURCES

6.03 TO DEVELOP EVALUATION MODELS AND TECHNIQUES

		WI	S	D	P	T	R	M	L	
.01	(PM) DISCUSSES WITH CLIENT OR ASSOCIATES	5	4	4	4	1	4	1	4	(ES) TO IDENTIFY EVALUATION PROBLEM
.02	(ES) ANALYZES AUDIENCE FOR INFORMATION	6	1	4	1	1	4	1	4	(ES) TO DETERMINE CHARACTERISTICS
.03	(ES) ANALYZES EVALUATION PROBLEM	6	1	5	1	1	5	1	4	(ES) TO DETERMINE DECISIONS TO BE MADE
.04	(ES) ANALYZES DECISIONS TO BE MADE	6	1	5	1	1	5	1	4	(ES) TO DETERMINE INFORMATION NEEDS
.05	(OM) ANALYZES TIME LIMITS									(OM) TO DETERMINE TIME CONSTRAINTS
.06	(OM) ANALYZES MANAGEABILITY OF PROJECT	5	1	4	1	1	4	1	4	(OM) TO DETERMINE CONSTRAINTS
.07	(OM) ANALYZES STUDY COSTS									(OM) TO DETERMINE MONEY CONSTRAINTS
.08	(ES) TRANSLATES INFORMATION NEEDS	6	1	4	1	1	4	1	4	(ES) TO IDENTIFY VALUES TO BE MEASURED
.09	(ES) FORMULATES VALUE PARAMETERS	6	1	5	1	1	5	1	4	(ES) TO SELECT BEHAVS REFLECTING VALUES
.10	(ES) SETS PRIORITIES AMONG VALUES	6	1	5	1	1	4	1	4	(ES) TO ASSIGN IMPORTANCE TO BEHAVIORS
.11	(ES) SELECTS APPROPRIATE INDICATORS	6	1	5	1	1	5	1	5	(ES) TO MEASURE VALUES AND BEHAVIORS

6. EVALUATION-SELECTION FUNCTION (CONTD)		WI	S	D	P	T	R	M	L	
.12	(ES) TRANSLATES INDICATORS	6	1	5	1	1	5	1	5	(ES) TO DEVELOP CRITERIA FOR EVAL INSTRUM
.13	(ES) COMPARES INSTRUMENTS/CRITERIA	6	1	4	1	1	5	1	4	(ES) TO SELECT EVAL INSTRUMENT
.14	(ES) TRANSLATES CRITERIA	6	1	5	1	1	5	1	5	(ES) TO DEVELOP NEEDED EVAL INSTRUMENT
.15	(ES) DESIGNS DATA COLLECTION STRATEGY	6	1	5	1	1	5	1	5	(ES) TO OBTAIN MEASURES OF INDICATORS
.16	(RT) SETS UP DATA PROCESSING PROCEDURE	5	1	4	1	1	5	1	4	(RT) TO ANALYZE DATA
.17	(RT) SETS UP DATA TRANSLATION PROCEDURE	5	1	4	1	1	5	1	4	(RT) TO OBTAIN ANSWERS FROM DATA
.18	(RT) TRANSLATES MODEL DECISIONS	5	1	5	1	1	5	4	4	(RT) TO PUT IN MATHEMATICAL FORMAT
.19	(RT) TRANSLATES MODEL DECISIONS	5	1	5	1	1	5	1	4	(RT) TO PUT IN GRAPHICAL FORM
.20	(ES) COMPARES MODEL AND OBJECTIVES	5	1	4	1	1	5	1	4	(ES) TO TEST MODEL EFFECTIVENESS
.21	(ES) COMPARES MODEL AND CLIENT NEEDS	5	1	3	1	1	4	1	3	(ES) TO TEST IF MODEL COMMUNICATES
.22	(OM) ANALYZES COST OF MODEL									(OM) TO DETERMINE IF FEASIBLE
.23	(ES) RUNS SAMPLE DATA THROUGH MODEL	5	1	4	1	1	4	1	4	(ES) TO FIELD TEST FOR ACCURACY
.24	(ES) APPLIES MODEL TO OTHER PROJECTS	5	1	4	1	1	4	1	4	(ES) TO TEST WHETHER GENERALIZEABLE
6.04	TO COLLECT, PROCESS, ANALYZE AND INTERPRET EVALUATION DATA									
.01	(UD) READS EVALUATION MODEL/INSTRUMENT	7	1	5	1	1	6	1	5	(UD) TO BECOME AWARE OF INFORMATION NEEDS
.02	(UD) READS EVAL MODEL/INSTRUMENT	6	1	5	1	1	6	1	5	(ES) TO IDENTIFY SOURCES FOR EVAL DATA
.03	(PM) CALLS SCHOOL									(OM) TO ARRANGE FOR EVAL DATA COLLECTION
.04	(ES) WRITES METHODOLOGY	6	1	5	1	1	6	1	5	(ES) TO COLLECT EVALUATION DATA
.05	(ES) FORMULATES SAMPLING PROCEDURE	6	1	5	1	1	6	4	5	(ES) TO COLLECT EVALUATION DATA
.06	(OM) SELECTS TIME SCHEDULE	6	1	5	1	1	6	2	5	(ES) TO COLLECT EVALUATION DATA
.07	(UD) INSTRUCTS PERSONNEL	5	4	4	4	1	5	1	4	(ES) TO COLLECT EVALUATION DATA
.08	(ES) ADMINISTERS INSTRUMENT	5	1	4	1	1	5	1	4	(ES) TO COLLECT EVALUATION DATA
.09	(ES) RECORDS RESPONSES TO INSTRUMENT									(ES) TO COLLECT EVALUATION DATA
.10	(ES) WRITES FORMAT	6	1	5	1	1	6	4	5	(ES) TO CODE EVALUATION DATA
.11	(ES) COMPARES RESPONSES AND ANSWER KEY									(ES) TO SCORE EVAL INSTRUMENTS
.12	(PM) CALLS COMPUTER CENTER									(OM) TO ARRANGE FOR DATA PROCESSING
.13	(UD) READS COMPUTER PROGRAM LIBRARY	6	1	5	1	1	6	4	5	(ES) TO SELECT COMPUTER PROGRAM
.14	(PM) SUPERVISES DATA PROCESSING	5	2	4	5	1	5	4	5	(ES) TO TRANSLATE DATA TO USABLE FORMAT
.15	(UD) READS EVALUATION MODEL	6	1	5	1	1	6	4	5	(ES) TO SELECT STATISTICAL PROCEDURE
.16	(PM) SUPERVISES DATA PROCESSING	5	2	4	5	1	5	4	5	(ES) TO ANALYZE EVALUATION DATA
.17	(ES) TRANSLATES RESULTS OF ANALYSIS	7	1	6	1	1	6	4	5	(ES) TO INTERPRET MEANING OF DATA
.18	(ES) COMPARES DATA AND OBJECTIVES	5	1	5	1	1	5	1	4	(ES) TO PROVIDE ANSWERS TO STUDY QUES
.19	(ES) TRANSLATES ANSWERS TO QUESTIONS	7	1	6	1	1	6	1	5	(ES) TO INDICATE ALTERNATIVE ACTION STEPS
.20	(UD) WRITES REPORT TO DECISION MAKERS	7	1	6	1	1	6	1	5	(UD) TO TRANSMIT RESULTS/INTERPRET/ACTION
6.05	TO PREVIEW AND SELECT INSTRUCTIONAL MATERIALS									
.01	(ES) VIEWS MATERIAL	5	1	4	1	1	5	1	5	(ES) TO DO INITIAL SCREENING
.02	(ES) ANALYZES TECHNICAL QUALITY									(ES) TO REJECT POOR QUALITY ITEMS
.03	(ES) ANALYZES PRESENT CURRICULUM NEEDS	5	1	4	1	1	5	1	4	(ES) TO REJECT IRRELEVANT ITEMS
.04	(ES) ANALYZES FUTURE CURRICULUM NEEDS	5	1	4	1	1	5	1	4	(ES) TO REJECT IRRELEVANT ITEMS
.05	(ES) COMPARES WITH TEACHER'S NEEDS	5	1	4	1	1	5	1	4	(ES) TO REJECT IRRELEVANT ITEMS

6. EVALUATION-SELECTION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.06	(ES)	ANALYZES POSSIBLE USES OF MATER	5	1	4	1	1	5	1	4	(ES)	TO SELECT MOST APPROPRIATE
.07	(ES)	COMBINES FACTORS	5	1	4	1	1	5	1	4	(ES)	TO ELIMINATE OBVIOUS REJECTS
.08	(ES)	EXAMINES EVAL METHODS (A,B,C,D)	6	1	5	1	1	5	1	5	(ES)	TO SELECT BEST EVALUATION METHOD
.09	(OM)	A WRITES LIST OF TITLES									(OM)	TO PREPARE EVAL COMM PREVIEW LIST
.10	(OM)	B WRITES LIST OF TITLES									(OM)	TO PREPARE SPECIALIST PREVIEW LIST
.11	(UD)	WRITES ANNOTATION									(UD)	TO DESCRIBE MATERIAL
.12	(OM)	COMPILES ANNOT AND COMMENT SHEET									(ES)	TO COLLECT EVALUATIONS
.13	(U)	EXPLAINS MATER TO EVALUATORS	5	4	4	4	1	5	1	5	(PM)	TO LEAD EVAL SESSION
.14	(PM)	REQUESTS EVALS TO WRITE COMMENTS									(ES)	TO GATHER REACTIONS
.15	(PM)	ASKS QUESTIONS	5	4	4	4	1	5	1	5	(ES)	TO GATHER REACTIONS
.16	(PM)	LEADS DISCUSSION	5	4	4	4	1	5	1	5	(ES)	TO GATHER REACTIONS
.17	(OM)	SUMMARIZES POINTS MADE	5	4	4	4	1	5	1	5	(PM)	TO LEAD EVAL SESSION
.18	(ES)	SYNTHESIZES COMMENTS	5	1	4	1	1	5	1	5	(ES)	TO SUMMARIZE EVALUATION
.19	(ES)	TABULATES RECOMMENDATIONS									(ES)	TO SUMMARIZE EVALUATION
.20	(ES)	EVALUATES COMMENTS/RECOMMENDS	6	1	5	1	1	6	1	5	(ES)	TO MAKE PURCHASE DECISION
.21	(ES)	ANALYZES REACTIONS, NEEDS	6	1	5	1	1	5	1	5	(ES)	TO DEVELOP PURCHASE PRIORITIES
.22	(OM)	MAKES LIST OF PURCHASES									(ES)	TO SELECT MATERS FOR PURCHASE
.23	(OM)	SENDS LIST TO DIRECTOR									(OM)	TO PURCHASE MATERIALS
.24	(UD)	SENDS REACTIONS TO PRODUCERS									(UD)	TO INFORM PRODUCERS OF REACTIONS
.25	(PM)	C CALLS TCHRS IN ONE SCHL BLDG									(ES)	TO EVALUATE MATERIALS
.26	(UD)	SHOWS MATERS TO TEACHERS	5	4	4	4	1	5	1	4	(PM)	TO LEAD EVAL SESSION
.27	(PM)	ASKS QUES RE MATER UTILIZATION	5	4	4	4	1	5	1	5	(ES)	TO GATHER REACTIONS
.28	(PM)	LISTENS TO TEACHER COMMENTS	5	4	4	4	1	5	1	5	(ES)	TO GATHER REACTIONS
.29	(PM)	ASKS QUES RE TCHR MATER NEEDS	5	4	4	4	1	5	1	5	(ES)	TO GATHER REACTIONS
.30	(OM)	WRITES SUGGESTIONS	5	1	4	1	1	5	1	5	(PM)	TO LEAD EVAL SESSION
.31	(ES)	SYNTHESIZES TCHR REACTIONS	6	1	5	1	1	6	1	5	(ES)	TO MAKE PURCHASE DECISION
.32	(UD)	SENDS SUGGESTIONS TO DIRECTOR									(UD)	TO INFORM DIRECTOR OF NEEDS
.33	(UD)	SENDS SUGGESTIONS TO PRODUCERS									(UD)	TO INFORM PRODUCERS OF NEEDS
.34	(PM)	D CALLS STUDENTS/TCHR IN A CLASS									(ES)	TO EVALUATE MATER
.35	(U)	SHOWS MATERIAL TO STUDENTS	5	4	4	4	1	5	1	5	(ES)	TO FIELD TEST MATERIAL
.36	(PM)	ASKS STUDENTS QUESTIONS	5	4	4	4	1	5	1	5	(ES)	TO DETERMINE IF OBJECTIVES ARE MET
.37	(ES)	ANALYZES SUCCESS IN MTG OBJECTIVE	5	1	4	1	1	5	1	5	(ES)	TO FIELD TEST MATER
.38	(PM)	ASKS STUDENTS TO EVAL MATER	5	4	4	4	1	5	1	5	(ES)	TO FIELD TEST MATER
.39	(ES)	SYNTHESIZES STUDENT REACTIONS	6	1	5	1	1	6	1	5	(ES)	TO MAKE PURCHASE DECISIONS
.40	(ES)	EXAMINES SUCCESS IN MTG OBJECTIVE	6	1	5	1	1	6	1	5	(ES)	TO MAKE PURCHASE DECISIONS

6.06 TO EVALUATE INSTRUCTIONAL MATERIALS

			WI	S	D	P	T	R	M	L		
.01	(PM)	WRITES GUIDELINES	6	1	5	1	1	5	1	4	(PM)	TO SELECT EVALUATION COMMITTEE
.02	(OM)	GIVES GUIDELINES TO ADVISORY PANEL									(OM)	TO OBTAIN REACTION/APPROVAL
.03	(OM)	TRANSLATES GUIDELINES	5	1	4	1	1	5	1	4	(OM)	TO SELECT COMMITTEE MEMBERS
.04	(OM)	CHECKS CALENDAR									(OM)	TO SET DATES FOR EVALUATIONS
.05	(PM)	CALL AUDITORIUM COORDINATOR									(OM)	TO SCHEDULE EVALUATION SESSIONS

6. EVALUATION-SELECTION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L	
.06	(OM)	READS LITERATURE	5	1	4	1	1	4	1	3	(ES) TO SELECT ITEMS FOR EVALUATION
.07	(PM)	TALKS TO SALESMEN	5	2	3	2	1	4	1	3	(ES) TO SELECT ITEMS FOR EVALUATION
.08	(OM)	READS MEMOS FROM TEACHERS									(ES) TO DETERMINE MATERIALS NEEDS
.09	(ES)	SCREENS INPUTS	5	1	4	1	1	4	1	3	(ES) TO SELECT ITEMS FOR EVALUATION
.10	(ES)	ORGANIZES MATERIALS IN GROUPS									(SS) TO PREPARE FOR EVALUATION SESSIONS
.11	(OM)	WRITES LIST OF ITEMS AND DATES									(OM) TO ORDER ITEMS FOR PREVIEW
.12	(OM)	GIVES INSTRUCTIONS TO STAFF									(OM) TO HAVE PREVIEW MATERIALS ORDERED
.13	(OM)	ATTENDS EVALUATION COMMITTEE MEET									(PM) TO LEAD DISCUSSION
.14	(PM)	ASKS QUESTIONS									(ES) TO DETERMINE APPLICATION/USE
.15	(OM)	COLLECTS COMMITTEE EVALUATIONS									(ES) TO COMPILE EVALUATION REPORT
.16	(OM)	ATTENDS STAFF EVALUATION SESSION									(PM) TO LEAD DISCUSSION
.17	(PM)	ASKS QUESTIONS									(ES) TO DETERMINE APPLICATION/USE
.18	(PM)	DISCUSSES WITH STAFF									(ES) TO CLARIFY MATERIALS NEEDS
.19	(OM)	COLLECTS STAFF EVALUATION									(ES) TO COMPILE EVALUATION REPORT
.20	(ES)	COMBINES EVALUATIONS									(ES) TO DEVELOP EVALUATION RATING
.21	(OM)	SENDS EVALUATION RATING TO COMPUTER									(ES) TO HAVE EVALUATION RATING STORED
6.07		TO PILOT TEST PROTOTYPE INSTRUCTIONAL MATERIALS									
.01	(UD)	READS MATERIALS OBJECTIVES	6	1	5	1	1	5	1	5	(ES) TO IDENTIFY LEARNER BEHAVIORS
.02	(ES)	TRANSLATES LEARNER BEHAVIORS	6	1	5	1	1	5	1	5	(ES) TO DEVELOP PROTOTYPE TEST
.03	(ES)	COMPARES TEST WITH OBJECTIVES	6	1	5	1	1	5	1	5	(ES) TO INSURE TEST VALIDITY
.04	(PM)	DISCUSSES TEST WITH AUTHOR	6	4	5	4	1	5	1	5	(ES) TO INSURE TEST VALIDITY
.05	(ES)	ADMINISTERS MATERIALS/TEST TO STUDNT	5	1	4	2	1	4	1	4	(ES) TO TRY OUT TEST
.06	(PM)	QUESTIONS STUDENT RE MATERIAL	5	4	4	4	1	5	1	4	(ES) TO PROVIDE COMPARISON DATA
.07	(ES)	COMPARES TEST/VERBAL RESPONSES	5	1	5	1	1	5	1	5	(ES) TO CHECK TEST VALIDITY
.08	(PM)	CALLS SCHOOL									(OM) TO ARRANGE FOR TEST AUDIENCE
.09	(PM)	SUPERVISES SECRETARY									(OM) TO HAVE TESTS TYPED/DUPLICATED
.10	(OM)	TAKES MATERIALS/TESTS TO SCHOOL									(ES) TO CONDUCT PILOT TEST
.11	(PM)	GIVES INSTRUCTIONS TO STUDENTS									(UD) TO ORIENT THEM TO PILOT TEST
.12	(OM)	DISTRIBUTES MATERIALS TO CLASS									(ES) TO CONDUCT PILOT TEST
.13	(ES)	OBSERVES STUDENTS USING MATERIALS	5	4	5	1	1	5	1	4	(ES) TO IDENTIFY PROBLEMS W MATERIALS
.14	(ES)	OBSERVES REACTIONS OF STUDENTS	5	4	5	1	1	5	1	4	(ES) TO ASSESS NON-VERBAL RESPONSE
.15	(PM)	LISTENS TO STUDENT QUESTIONS	5	4	5	1	1	5	1	4	(ES) TO IDENTIFY PROBLEMS W MATERIALS
.16	(OM)	DISTRIBUTES TESTS TO CLASS									(ES) TO CONDUCT PILOT TEST
.17	(ES)	OBSERVES STUDENTS TAKING TESTS	5	4	5	1	1	5	1	4	(ES) TO IDENTIFY PROBLEMS W TEST
.18	(PM)	LISTENS TO STUDENT QUESTIONS	5	4	5	1	1	5	1	4	(ES) TO IDENTIFY PROBLEMS W TEST
.19	(ES)	COMPARES TESTS W ANSWER KEY									(ES) TO SCORE TESTS
.20	(ES)	COMPILES SCORES FOR EA QUESTION									(ES) TO ANALYZE DATA
.21	(ES)	COMPARES ANALYZED DATA/OBJECTIVES	5	1	5	1	1	5	1	4	(ES) TO IDENTIFY OBJECTIVES NOT MET
.22	(ES)	PERFORMS ITEM ANALYSIS OF TEST	5	1	4	1	1	5	1	3	(ES) TO IDENTIFY WEAK AREAS
.23	(ES)	WRITES ANECDOTAL DATA	6	1	5	1	1	5	1	5	(ES) TO INTERPRET RESULTS OF TESTS
.24	(OM)	SENDS MATERIALS TO DESIGNER									(D) TO HAVE MATERIALS REVISED

6. EVALUATION-SELECTION FUNCTION (CONTD) WI S DPT RML

6.08 TO EVALUATE FILM HOLDINGS

.01 (PM) REQUESTS SECRETARY (OM) TO HAVE LIST OF OLD FILMS COMPILED
.02 (PM) REQUESTS CONTENT SPECIALISTS (ES) TO HAVE THEM PREVIEW OLD FILMS
.03 (ES) PREVIEWS OLD FILMS (ES) TO EVALUATE PHYSICAL CONDITION
.04 (ES) MAKES DECISION (ES) TO RECOMMEND DESTROYING OLD FILM
.05 (PM) GIVES INSTRUCTIONS (SS) TO HAVE OLD FILM DESTROYED

7. SUPPORT-SUPPLY FUNCTION

	WI	S	D	P	T	R	M	L	
7.01 TO PROVIDE MAINTENANCE SERVICE									
.01 (ES) INSPECTS RETURNED EQUIPMENT									(SS) TO CHECK FOR DAMAGE
.02 (SS) CLEANS AV EQUIPMENT									(SS) TO KEEP IN WORKING ORDER
.03 (SS) OILS AV EQUIPMENT									(SS) TO KEEP IN WORKING ORDER
.04 (SS) CLEANS LENSES ON PROJECTORS									(SS) TO KEEP IN WORKING ORDER
.05 (SS) DEMAGNETIZES HEADS ON RECORDERS									(SS) TO KEEP IN WORKING ORDER
.06 (SS) CLEANS HEADS ON VTR									(SS) TO KEEP IN WORKING ORDER
.07 (SS) SPRAYS CONTROLS IN CONSOLE									(SS) TO CLEAN
.08 (SS) REPLACES LABELS ON EQUIPMENT									(SS) TO ENSURE IDENTIFICATION
.09 (SS) MAINTAINS ELECTRICAL SYSTEMS									(SS) TO ENSURE WORKING ORDER
.10 (ES) INSPECTS RETURNED MATERIALS									(SS) TO CHECK FOR DAMAGE
.11 (SS) REPLACES JACKETS ON RECORDS									(SS) TO KEEP CLEAN
.12 (OM) WRITES INFORMATION ON CARD									(SS) TO RECORD PERIODIC MAINTENANCE
.13 (UD) TEACHES PREVENTIVE MAINTENANCE									(UD) TO INFORM REPAIRMEN
[illegible]02 TO PROVIDE EQUIPMENT REPAIR SERVICE									
.01 (SS) REPAIRS ELECTRICAL SYSTEMS									(SS) TO RESTORE WORKING ORDER
.02 (SS) REPLACES MINOR WIRING IN AUTOTUTOR									(SS) TO RESTORE WORKING ORDER
.03 (SS) CHANGES BULBS IN OVERHEAD PROJECTOR									(SS) TO RESTORE WORKING ORDER
.04 (SS) USES TUBE TESTER									(SS) TO INSPECT ELECTRICAL SYSTEMS
.05 (SS) REPAIRS TV RECEIVERS									(SS) TO RESTORE WORKING ORDER
.06 (SS) REPAIRS LECTERNS									(SS) TO RESTORE WORKING ORDER
.07 (SS) REPAIRS FM TRANSMITTER	5	3	4	1	3	4	4	4	(SS) TO RESTORE WORKING ORDER
.08 (SS) REPAIRS CCTV STUDIO EQUIPMENT									(SS) TO RESTORE WORKING ORDER
.09 (SS) REPAIRS LANGUAGE LAB CONSOLE									(SS) TO RESTORE WORKING ORDER
.10 (OM) WRITES INFORMATION ON CARD									(SS) TO KEEP RECORD OF REPAIR
.11 (OM) LISTS EQUIPMENT REPAIRED DAILY									(SS) TO KEEP DAILY RECORDS
.12 (OM) LISTS EQUIPMENT REPAIRED WEEKLY									(SS) TO KEEP WEEKLY RECORDS
.13 (SS) ESTIMATES SPARE PARTS NEEDED									(SS) TO STOCK REPAIR SERVICE
.14 (OM) WRITES ORDER FORMS									(SS) TO ORDER SPARE PARTS
.15 (SS) DRIVES CAR									(SS) TO PICK UP DEFECTIVE EQUIPMENT
.16 (SS) DRIVES CAR									(SS) TO DELIVER REPAIRED EQUIPMENT
.17 (PM) ASSIGNS WORK TO ASSISTANTS									(SS) TO HAVE EQUIPMENT REPAIRED
.18 (PM) CONVERSES WITH ASSISTANTS									(UD) TO ADVISE ON REPAIRS
.19 (PM) CONVERSES WITH SUPERVISOR									(UD) TO DISCUSS REPAIR
7.03 TO REPAIR MOVIE PROJECTOR									
.01 (SS) OPERATES PROJECTOR									(ES) TO DETERMINE NON-FUNCTIONING PART
.02 (SS) CONSULTS DRAWING AND PARTS LIST									(ES) TO IDENTIFY NON-FUNCTIONING PART
.03 (SS) INSTALLS NEW PART									(SS) TO RESTORE WORKING ORDER
.04 (SS) REPLACES FUSE									(SS) TO RESTORE WORKING ORDER

7. SUPPORT-SUPPLY FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.05 (SS) USES TUBE TESTER									(ES) TO IDENTIFY DEFECTIVE TUBES
.06 (ES) SELECTS NEW TUBES									(SS) TO REPLACE DEFECTIVE TUBES
.07 (SS) REPLACES TUBES									(SS) TO RESTORE WORKING ORDER
.08 (SS) OPERATES PROJECTOR									(SS) TO TEST REPAIR
.09 (OM) WRITES DATA ON REPAIR FORM									(SS) TO KEEP RECORD OF REPAIR
7.04 TO REPAIR RECORD PLAYER									
.01 (SS) OPERATES RECORD PLAYER									(ES) TO DETERMINE NON-FUNCTIONING PARTS
.02 (SS) USES TUBE TESTER									(SS) TO TEST TUBES
.03 (SS) REPLACES TUBE									(SS) TO RESTORE WORKING ORDER
.04 (SS) REPLACES NEEDLE									(SS) TO RESTORE WORKING ORDER
.05 (SS) USES STROBOSCOPIC DISC									(SS) TO CHECK TURNTABLE SPEED
.06 (SS) RUBS TIRE WITH SWAB									(SS) TO CLEAN TIRE
.07 (SS) OPERATES RECORD PLAYER									(SS) TO ENSURE WORKING ORDER
.08 (OM) WRITES DATA ON REPAIR FORM									(OM) TO KEEP RECORD OF REPAIR
7.05 TO REPAIR FILMSTRIP PROJECTOR									
.01 (SS) OPERATES FILMSTRIP PROJECTOR									(SS) TO TEST REPORTED MALFUNCTION
.02 (SS) PRESSES FILM GUIDE WHEEL									(SS) TO RESTORE WORKING ORDER
.03 (SS) OPERATES FILMSTRIP PROJECTOR									(SS) TO TEST LENS FOR DIRT
.04 (SS) WIPES OFF LENS									(SS) TO CLEAN LENS
.05 (SS) OPERATES AIR COMPRESSOR									(SS) TO REMOVE DUST FROM PROJECTOR
.06 (ES) TESTS PROJECTOR FAN									(SS) TO ENSURE WORKING ORDER
.07 (OM) WRITES INFORMATION ON CARD									(SS) TO KEEP RECORD OF REPAIR
7.06 TO IMPROVE EQUIPMENT REPAIR SERVICE									
.01 (OM) WRITES INFORMATION ON EACH REPAIR									(SS) TO MAINTAIN REPAIR HISTORY
.02 (SS) KEEPS INVENTORY ON EQUIPMENT									(SS) TO MAINTAIN REPAIR HISTORY
.03 (RT) ANALYZES REPAIR HISTORY									(SS) TO IDENTIFY EQUIP OPERATION PROBS
.04 (SS) LISTS EQUIP OPERATION PROBLEMS	5	1	4	1	1	4	1	4	(SS) TO LIST CRUCIAL OPERATING FACTORS
.05 (SS) ANALYZES CRUCIAL OPERATING FACTORS	5	1	4	1	1	5	1	4	(SS) TO DESIGN READINESS CHECKLIST
.06 (ES) READS COMPLETED CHECKLIST									(OM) TO EVALUATE REPAIR SERVICE
7.07 TO PROVIDE FILM INSPECTION AND REPAIR SERVICE									
.01 (SS) CARRIES FILMS TO WORK AREA									(SS) TO PREPARE FOR INSPECTION
.02 (SS) OPERATES HARWALD FILM INSPECTOR									(SS) TO INSPECT AND REPAIR FILM
.03 (OM) WRITES NUMBER OF FILM ON LOG									(SS) TO KEEP RECORD OF DISTRIB
.04 (SS) PLACES INSPECTED FILMS ON SHELVES									(SS) TO STORE FOR FUTURE USE
.05 (SS) CLEANS OFF POINTS AND ROLLERS									(SS) TO MAINTAIN FILM INSPECTOR

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7. SUPPORT-SUPPLY FUNCTION (CONTD)                                WI S D P T R M L

  7.08  TO PROVIDE DELIVERY SERVICE
      .01 (OM) MARKS LIST FOR PACKER                                       (SS) TO INFORM OF MATERIALS NEEDED
      .02 (SS) USES CHECKLIST                                              (SS) TO LOCATE MATERIALS FOR DELIVERY
      .03 (SS) PLACES MATERIALS IN BOXES                                   (SS) TO PREPARE FOR DELIVERY
      .04 (SS) PICKS UP AND CARRIES BOXES                                  (SS) TO LOAD IN VAN
      .05 (ES) TESTS EQUIPMENT TO BE LOANED                                (ES) TO ENSURE OPERATING CONDITION
      .06 (SS) WHEELS TRUCK TO CLASSROOM                                   (SS) TO DELIVER EQUIPMENT
      .07 (SS) WHEELS DOLLIES                                              (SS) TO DELIVER EQUIPMENT
      .08 (SS) LOADS VAN WITH EQUIPMENT                                    (SS) TO DELIVER TO LOCATION
      .09 (SS) DRIVES TO LOCATION                                          (SS) TO DELIVER EQUIPMENT
      .10 (SS) UNLOADS TRUCK                                               (SS) TO DELIVER EQUIPMENT
      .11 (SS) CARRIES EQUIPMENT TO ROOM                                   (SS) TO STORE EQUIPMENT
      .12 (SS) PACKS FILMSTRIPS IN MAILING TUBE                            (SS) TO PREPARE FOR DELIVERY
      .13 (SS) UNPACKS RETURNED FILMSTRIPS                                 (SS) TO RETURN TO STORAGE
      .14 (PM) GIVES INSTRUCTIONS TO CUSTODIAN                             (SS) TO MOVE HEAVY EQUIPMENT
      .15 (PM) GIVES INSTRUCTIONS TO ASSISTANT                             (SS) TO SHIP MATERIALS TO SCHOOLS

  7.09  TO PROVIDE EQUIPMENT OPERATION SERVICE
      .01 (OM) WRITES WORK ORDER                                           (SS) TO RECORD OPERATION NEEDED
      .02 (OM) MAILS COPY OF WORK ORDER                                    (UD) TO INFORM INSTRUCTOR
      .03 (OM) FILES COPY OF WORK ORDER                                    (SS) TO HAVE RECORD OF OPERATION
      .04 (OM) READS WORK ORDER                                            (ES) TO SELECT APPROPRIATE EQUIPMENT
      .05 (ES) SELECTS APPROPRIATE EQUIPMENT                               (SS) TO TAKE TO CLASSROOM
      .06 (SS) CARRIES EQUIPMENT TO CLASSROOM                              (SS) TO DELIVER TO CLASSROOM
      .07 (SS) THREADS MOVIE PROJECTOR                                     (SS) TO READY FOR SHOWING
      .08 (SS) OPERATES MOVIE PROJECTOR                                    (SS) TO SHOW FILM
      .09 (ES) SURVEYS ROOM                                                (SS) TO PLAN VTR SET UP
      .10 (P ) PREPARES VTR SET UP                                         (P ) TO READY FOR RECORDING
      .11 (P ) OPERATES CAMERA AND VTR                                     (P ) TO MAKE VTR RECORDING
      .12 (SS) PREPARES VTR SET UP                                         (SS) TO READY FOR PLAYBACK
      .13 (SS) OPERATES VTR                                                (SS) TO PLAYBACK RECORDING
      .14 (SS) PACKS UP EQUIPMENT                                          (SS) TO RETURN TO AV CENTER
      .15 (SS) REPLACES EQUIPMENT ON SHELVES                               (SS) TO STORE FOR FUTURE USE
      .16 (OM) WRITES NUMBER OF HOURS WORKED                               (OM) TO PROVIDE RECORD FOR PAYMENT
      .17 (OM) COLLECTS COMPLETED WORK ORDERS                              (OM) TO HAVE RECORD OF OPERATION
      .18 (OM) COMPUTES TOTAL HOURS WORKED                                 (OM) TO PROVIDE PAYMENT TO OPERATORS

  7.10  TO IMPROVE EQUIPMENT ACQUISITION PROCEDURES
      .01 (P ) WRITES TECH SPECS FOR EQUIP            5  1  5 1 1  5 1 4  (OM) TO EVALUATE PROPOSALS OF CONTRACTOR
      .02 (P ) DESIGNS BASIC PARAMETERS OF DEVICE     5  1  5 1 1  5 3 4  (P ) TO SPECIFY FOR PRODUCTION
      .03 (P ) WRITES GUIDELINES                      5  1  4 1 1  5 1 4  (P ) TO SPECIFY MIN SPECS FOR EQUIPMENT
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7. SUPPORT-SUPPLY FUNCTION (CONTD)                         WI S D P T R M L

        .04 (RT) PERFORMS COST ANALYSIS                    5  1 4 1 1 5 1 4  (ES) TO RECOMMEND EQUIPMENT
        .05 (PM) DISCUSSES W. MANAGEMENT                                     (UD) TO ENCOURAGE PURCHASE OF EQUIPMENT
        .06 (OM) COMPILES LIST OF RECOMMENDED EQUIP                          (UD) TO INFORM FIELD PERSONNEL
        .07 (OM) LISTS RECOMMENDED EQUIP PER UNIT                            (UD) TO INFORM FIELD PERSONNEL
        .08 (OM) LISTS RECOMMENDED MANUFACTURERS                             (UD) TO INFORM FIELD PERSONNEL

     7.11  TO ORDER FILMS
        .01 (SS) READS CATALOG                                               (SS) TO VERIFY CITATION OF FILM
        .02 (SS) CHECKS NAME AND NUMBER OF FILM                              (SS) TO ENSURE ACCURACY
        .03 (OM) COPIES INFO ON ORDER FORM                                   (SS) TO MAIL TO LIBRARY
        .04 (OM) OPERATES TYPEWRITER                                         (OM) TO TYPE ORDER SHEET
        .05 (OM) FILES ORDER SHEETS IN FOLDER                                (OM) TO KEEP RECORD/FILES
        .06 (OM) MAILS ORDER SHEETS                                          (SS) TO ORDER FILMS
        .07 (OM) WRITES CONFIRMATION ON SLIP                                 (SS) TO KEEP RECORD OF CONFIRMATION
        .08 (OM) FILES SLIPS IN DATE FILE                                    (SS) TO KEEP RECORD OF CONFIRMATION
        .09 (SS) CHECKS RECEIVED FILM TITLE                                  (SS) TO ENSURE ACCURACY OF ORDER
        .10 (SS) MATCHES FILMS WITH ORDER SLIPS                              (SS) TO ASSIGN FILM TO REQUESTOR
        .11 (OM) WRITES NOTIFICATIONS                                        (UD) TO INFORM TEACHER OF FILM ARRIVAL
        .12 (SS) CARRIES FILM TO VIEWING ROOM                                (SS) TO AWAIT SHOWING
        .13 (SS) PACKS FILMS IN BOX                                          (SS) TO RETURN TO LIBRARY

     7.12  TO PROCESS NEW MATERIALS
        .01 (SS) LABELS KITS OF MATERIALS                                    (SS) TO IDENTIFY THEM
        .02 (SS) ASSIGNS SUBJECT HEADING TO MATS                             (SS) TO IDENTIFY THEM
        .03 (OM) FILES CATALOG CARDS                                         (SS) TO KEEP RECORDS
        .04 (OM) COPIES DATA TO CHARGE OUT CARD                              (SS) TO PREPARE CHARGE OUT CARDS
        .05 (OM) WRITES DATA IN CATALOG                                      (SS) TO UPDATE CATALOG

     7.13  TO PROCESS NEW EQUIPMENT
        .01 (SS) COMPARES EQUIP WITH PURCHASE ORDER                          (SS) TO ENSURE ORDER IS CORRECT
        .02 (SS) LISTS EQUIPMENT RECEIVED                                    (SS) TO COMPILE NEW EQUIPMENT INVENTORY
        .03 (OM) COPIES INFORMATION FROM FILE CARD                           (SS) TO IDENTIFY MACHINE
        .04 (SS) TIES TAG ON MACHINE                                         (SS) TO IDENTIFY MACHINE
        .05 (SS) STENCILS LABEL ON EQUIPMENT                                 (SS) TO IDENTIFY
        .06 (OM) COPIES INFORMATION ON CARD                                  (SS) TO PREPARE INVENTORY CARD
        .07 (OM) FILES CARD IN EQUIPMENT FILE                                (SS) TO HAVE RECORD OF MACHINE
        .08 (SS) PASTES DATE-DUE SLIPS IN BOOKS                              (SS) TO PREPARE FOR CIRCULATION
        .09 (SS) STAMPS OWNERSHIP MARK ON MATERIALS                          (SS) TO IDENTIFY MATERIALS
        .10 (SS) PUTS PLASTIC JACKETS ON BOOKS                               (SS) TO PROTECT MATERIALS
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7. SUPPORT-SUPPLY FUNCTION (CONTD)

	WI	S	D	P	T	R	M	L	
7.14 TO IMPROVE CATALOGING PROCEDURES									
.01 (PM) DISCUSSES W. SALESMEN									(SS) TO IDENTIFY NEW CATALOGING TECHS.
.02 (ES) EVALUATES USE OF MICROFICHE									(SS) TO DESIGN AUTOMATED SYSTEM
.03 (ES) EVALUATES USE OF MICROFILM									(SS) TO DESIGN AUTOMATED SYSTEM
.04 (ES) ANALYZES ENGINEERING DEMANDS	5	1	4	1	1	5	1	4	(SS) TO DESIGN AUTOMATED SYSTEM
.05 (ES) ANALYZES EQUIP STANDARDS HANDBOOK									(SS) TO RECOMMEND STANDARD DEFINITIONS
.06 (OM) LISTS RECOMMENDED DEFINITIONS									(SS) TO STANDARDIZE DEFINITIONS
.07 (PM) DISCUSSES WITH MANAGEMENT									(SS) TO RECOMMEND STANDARD DEFINITIONS
.08 (OM) WRITES PROPOSAL									(SS) TO RECOMMEND VERIFYING COURSE CARD
7.15 TO CATALOG MATERIALS									
.01 (SS) ASSIGNS SEQUENTIAL CONTROL NUMBER									(SS) TO CATALOG NEW MATERIALS
.02 (SS) COMPARES TITLE WITH CATALOG									(SS) TO DETERMINE IF ALREADY CATALOGUED
.03 (SS) ASSIGNS CODE FROM ACCESSION LIST									(SS) TO IDENTIFY MATERIALS
.04 (ES) READS COURSE MATERIALS									(ES) TO ENSURE CORRECT CATALOG NOTATIONS
.05 (UD) READS NEW MATERIALS									(SS) TO CLASSIFY MATERIALS
.06 (SS) ASSIGNS SUBJECT HEADINGS									(SS) TO CLASSIFY MATERIALS
.07 (ES) PREVIEWS FILM									(SS) TO WRITE CATALOG DESCRIPTION
.08 (P) WRITES SHORT DESCRIPTION OF FILM									(SS) TO CATALOG FILM
.09 (ES) READS REVIEW OF MATERIALS									(SS) TO WRITE CATALOG DESCRIPTION
.10 (SS) DETERMINES STANDARD NOTATION									(SS) TO PREPARE TO CATALOG
.11 (SS) CHECKS CLASSIFICATION LIST	5	1	4	1	1	5	1	5	(SS) TO CROSS INDEX MATERIALS
.12 (UD) READS REVIEW OF MATERIALS									(SS) TO CROSS INDEX MATERIALS
.13 (SS) CROSS INDEXES MATERIALS									(SS) TO FACILITATE LOCATION
.14 (UD) READS CURRICULUM GUIDES	5	1	4	1	1	5	1	4	(SS) TO CLASSIFY MATS IN CURRIC AREAS
.15 (D) ANALYZES AREAS	5	1	4	1	1	5	1	4	(D) TO IDENTIFY CURRICULUM TOPICS
.16 (D) GROUPS CURRICULUM TOPICS	5	1	4	1	1	5	1	4	(D) TO ASSIGN TO GRADE LEVELS
.17 (SS) ADAPTS COMMERICAL CATALOG CARDS									(SS) TO CATALOG TO LOCAL NEEDS
.18 (ES) CHECKS CATALOG NOTATION									(SS) TO ENSURE CORRECT
.19 (SS) ALPHABETIZES CATALOG CARDS									(OM) TO PREPARE FOR FILING
.20 (SS) REMOVES OUT OF DATE CARDS									(SS) TO KEEP CATALOG FILES CURRENT
.21 (OM) LISTS NEW MATERIALS IN CATALOG									(SS) TO UPDATE CATALOG
.22 (OM) OPERATES TYPEWRITER									(OM) TO TYPE CATALOG
7.16 TO MAINTAIN INVENTORY OF EQUIPMENT									
.01 (SS) COPIES INFO FROM SCHEDULE CARDS									(SS) TO LIST EQUIPMENT HOLDINGS
.02 (OM) OPERATES TYPEWRITER									(OM) TO TYPE INVENTORY
.03 (SS) COMPARES LIST WITH PAST LIST									(SS) TO CHECK ACCURACY
.04 (OM) OPERATES SPIRIT DUPLICATOR									(OM) TO MAKE COPIES OF INVENTORY
.05 (SS) COMPARES HOLDINGS WITH INVENTORY									(SS) TO CHECK ACCURACY OF INVENTORY
.06 (OM) LISTS MISSING EQUIPMENT									(SS) TO REQUEST REPLACEMENTS

7. SUPPORT-SUPPLY FUNCTION (CONTD)   WI S DPT RML

7.17 TO SCHEDULE MATERIALS AND EQUIPMENT

.01	(PM) TALKS WITH REQUESTOR	(SS) TO GET INFO ON MATS NEEDS
.02	(SS) CHECKS SCHEDULE BOOK	(SS) TO DETERMINE IF MATERIALS AVAILABLE
.03	(SS) LOCATES SCHEDULE CARD	(SS) TO RECORD DATE NEEDED
.04	(SS) CHOOSES ALTERNATE DATE	(SS) TO RESERVE MATERIALS
.05	(OM) WRITES DATE SCHEDULED	(SS) TO RECORD DATE NEEDED
.06	(OM) WRITES REQUESTORS NAME	(SS) TO RESERVE MATERIALS
.07	(OM) WRITES DATE AND NAME ON CARD	(UD) TO INFORM REQUESTOR
.08	(UD) SENDS NOTIFICATION TO REQUESTOR	(UD) TO INFORM OF DATE SCHEDULED
.09	(OM) FILES COPY OF SCHEDULE CARD	(SS) TO KEEP RECORD
.10	(OM) READS DAILY SCHEDULE	(SS) TO IDENTIFY MATERIALS NEEDED
.11	(PM) CALLS CUSTODIAN	(SS) TO HAVE MATERIALS DELIVERED
.12	(SS) CHECKS SCHEDULE CARD	(SS) TO RECORD ITEMS RETURNED
.13	(PM) CALLS ROOM COORDINATOR	(SS) TO SCHEDULE CONFERENCE ROOMS
.14	(OM) WRITES IN TIME CHART	(SS) TO SCHEDULE CONFERENCE ROOMS
.15	(OM) COPIES INFORMATION TO WORKSHEET	(SS) TO RESERVE PROJECTIONIST
.16	(SS) SCHEDULES BUS AND DRIVER	(SS) TO RESERVE FOR FIELD TRIP

7.18 TO IMPROVE DISTRIBUTION SYSTEM

.01	(OM) ANALYZES FLOW	(OM) TO IDENTIFY MAJOR STEPS
.02	(PM) DISCUSSES WITH WORKERS	(OM) TO IDENTIFY MAJOR PROBLEMS
.03	(OM) EXAMINES FORMS USED	(OM) TO IDENTIFY NEEDED IMPROVEMENTS
.04	(OM) DESIGNS NEW FORMS	(SS) TO IMPROVE RECORD KEEPING
.05	(SS) PLANS NEW SCHEDULING SYSTEM	(SS) TO IMPROVE SCHEDULING
.06	(OM) EXAMINES CURRENT ROUTING LISTS	(OM) TO IDENTIFY MAJOR PROBLEMS
.07	(SS) PLANS NEW ROUTING LIST	(SS) TO IMPROVE CIRCULATION
.08	(OM) ANALYZES CIRCULATION RECORDS	(OM) TO COMPUTE USAGE FIGURES
.09	(OM) ADDS UP TIMES EQUIPMENT USED	(OM) TO COMPUTE USAGE FIGURES
.10	(SS) ANALYZES USAGE FIGURES	(SS) TO PROJECT EQUIPMENT NEEDS
.11	(SS) LISTS PROJECTED EQUIPMENT NEEDS	(OM) TO PROVIDE BUDGET INFORMATION

7.19 TO DISTRIBUTE MATERIALS AND EQUIPMENT

.01	(SS) SETS UP CIRCULATION DESK DAILY	(SS) TO PREPARE FOR DISTRIBUTION
.02	(SS) PRESTAMPS DATE DUE CARDS	(SS) TO PREPARE FOR DISTRIBUTION
.03	(SS) CHECKS LIST	(SS) TO DETERMINE IF MATERIALS AVAILABLE
.04	(SS) LOCATES REQUESTED MATERIAL	(SS) TO ASSIST REQUESTOR
.05	(SS) LOGS OUT MATERIALS AND EQUIPMENT	(SS) TO HAVE RECORD OF LOAN
.06	(SS) WRITES LIBRARY CARD	(SS) TO ASSIST CHILDREN
.07	(OM) FILES CARDS BY DATE DUE	(SS) TO HAVE RECORD OF LOAN
.08	(SS) CALCULATES USED CHECK OUT CARDS	(SS) TO COMPILE DAILY REPORT
.09	(SS) ALPHABETIZES CHECK OUT CARDS	(OM) TO PREPARE TO FILE

7. SUPPORT-SUPPLY FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.10 (OM) FILES CHECK OUT CARDS									(SS) TO KEEP RECORD
.11 (SS) MARKS WEEKLY TAG OF MATS LOANED									(SS) TO HAVE WEEKLY RECORD
.12 (OM) COPIES INFORMATION TO NEW CARD									(SS) TO REPLACE DAMAGED CARD
.13 (SS) REVIEWS CIRCULATION RECORDS									(SS) TO WRITE OVERDUE NOTICES
.14 (OM) LISTS OVERDUE MATERIALS									(SS) TO KEEP RECORD
.15 (OM) WRITES CARDS TO DELIQUENTS									(SS) TO INFORM OF OVERDUE MATERIALS
.16 (OM) COMPUTES AND RECORDS PAYMENTS									(OM) TO KEEP RECORD
.17 (SS) LOGS IN RETURNED MATS. & EQUIP.									(SS) TO HAVE RECORD OF RETURN
.18 (SS) INSPECTS RETURNED MATERIALS									(SS) TO CHECK FOR DAMAGE
.19 (OM) WRITES INFORMATION ON CARD									(SS) TO RECORD DAMAGED MATERIALS
.20 (SS) REMOVES DAMAGED MATERIALS									(SS) TO KEEP FROM CIRCULATION
7.20 TO STORE MATERIALS AND EQUIPMENT									
.01 (SS) SORTS MATERIALS									(SS) TO PREPARE FOR SHELVING
.02 (SS) PLACES MATERIALS ON SHELVES									(SS) TO STORE FOR NEXT USE
.03 (SS) STORES TAPES ON RACK									(SS) TO STORE FOR NEXT USE
.04 (OM) WRITES SHELF LIST CARDS									(SS) TO IDENTIFY LOCATION OF MATERIALS
.05 (SS) ARRANGES SHELF LIST CARDS									(OM) TO PREPARE FOR FILING
.06 (SS) CLEANS AND DUSTS MATERIALS									(SS) TO MAINTAIN CONDITION
7.21 TO LOCATE CURRICULUM MATERIALS									
.01 (UD) READS FLYERS AND MAGAZINES									(UD) TO IDENTIFY CURRICULUM MATERIALS
.02 (OM) FILES REFERENCES BY SUBJECT AREA									(SS) TO COMPILE MATERIALS FILE
.03 (PM) DISCUSSES WITH TEACHER									(D) TO DETERMINE NEEDS AND OBJECTIVES
.04 (SS) ANALYZES MATERIALS FILE									(SS) TO SELECT REFERENCES
.05 (PM) DISCUSSES WITH TEACHER									(ES) TO EVALUATE MATERIALS AVAILABLE
.06 (PM) DISCUSSES WITH TEACHER									(UD) TO EXPLAIN REFERENCE SOURCES
.07 (UD) ADVISES TEACHERS	5	4	4	4	1	4	4	5	(UD) TO INFORM OF MATERIALS AVAILABLE
.08 (UD) READS CURRICULUM MATERIALS									(UD) TO INFORM OF MATERIALS AVAILABLE
7.22 TO TRACE MISSING MATERIALS AND EQUIPMENT									
.01 (SS) COMPARES SCHEDULE CARD WITH STOCK									(SS) TO ASCERTAIN MISSING ITEM
.02 (PM) CALLS LAST USER									(SS) TO INFORM OF MISSING ITEM
.03 (OM) LISTS MISSING ITEMS									(SS) TO PREPARE REPLACEMENT LIST
.04 (OM) WRITES TO CENTRAL OFFICE									(SS) TO REQUEST REPLACEMENT ITEMS
7.23 TO INSTALL EQUIPMENT SYSTEMS									
.01 (SS) UNPACKS EQUIPMENT									(SS) TO PREPARE FOR INSTALLATION
.02 (SS) HOOKS UP EACH COMPONENT									(SS) TO PREPARE TO TEST
.03 (SS) OPERATES EACH COMPONENT									(ES) TO TEST WORKING ORDER
.04 (SS) READS EQUIPMENT MANUAL									(SS) TO DETERMINE EQUIPMENT OPERATION
.05 (SS) READS PHYSICAL SCHEMATIC									(SS) TO DETERMINE EQUIPMENT LAYOUT

7. SUPPORT-SUPPLY FUNCTION (CONTD)	WI S DPT RML	
.06 (SS) READS WIRING DIAGRAMS		(SS) TO DETERMINE ELECTRICAL LAYOUT
.07 (SS) LAYS OUT COMPONENTS		(ES) TO TEST OUT INTERFACE
.08 (SS) HOOKS UP COMPONENTS		(ES) TO TEST OUT INTERFACE
.09 (SS) OPERATES SYSTEM		(ES) TO TEST WORKING ORDER
.10 (SS) EXAMINES FLOOR PLAN		(SS) TO DETERMINE LOCATION FOR COMPONENTS
.11 (SS) HOOKS UP COMPONENTS		(SS) TO INSTALL
.12 (SS) WIRES COMPONENTS TOGETHER		(SS) TO INSTALL
.13 (SS) OPERATES SYSTEM		(ES) TO TEST WORKING ORDER
7.24 TO ASSEMBLE CROSS-MEDIA KITS		
.01 (SS) READS SPECIFICATIONS		(SS) TO DETERMINE CONTENTS AND NUMBER
.02 (PM) SPEAKS TO PRODUCER		(SS) TO OBTAIN SAMPLE COMPONENTS
.03 (SS) STACKS UP COMPONENTS		(SS) TO DETERMINE BOXING CONFIGURATION
.04 (SS) MEASURES COMPONENTS		(SS) TO DETERMINE SIZE OF BOX
.05 (PM) CALLS BOX MANUFACTURER		(OM) TO ORDER BOXES
.06 (PM) CALLS DESIGNER		(OM) TO OBTAIN COPY FOR LABELS
.07 (PM) CALLS PRODUCER		(OM) TO OBTAIN TYPE STYLE FOR LABELS
.08 (PM) CALLS PRINTER		(OM) TO ORDER LABELS
.09 (PM) CALLS PRODUCER		(SS) TO OBTAIN COMPLETE MATERIALS
.10 (SS) PUTS MATERIALS IN PILES		(SS) TO PREPARE TO COLLATE
.11 (SS) SELECTS ONE ITEM FROM EACH PILE		(SS) TO COLLATE MATERIALS
.12 (SS) PLACES COLLATED MATERIALS IN BOX		(SS) TO PACK BOXES
.13 (ES) CHECKS COMPONENTS		(ES) TO ENSURE COMPLETE
.14 (SS) PUTS TAPE ON BOXES		(SS) TO SEAL BOXES
.15 (SS) PUTS LABEL ON BOXES		(SS) TO IDENTIFY BOXES
.16 (SS) CARRIES BOXES TO STORE ROOM		(SS) TO STORE BOXES
7.25 TO MAKE CCTV BROADCASTS		
.01 (SS) SCHEDULES TIME AND DATE		(SS) TO ARRANGE FOR CCTV BROADCAST
.02 (SS) OPERATES VIDEOTAPE RECORDER		(P) TO RECORD PROGRAMS FROM NETWORK
.03 (SS) OPERATES VIDEOTAPE RECORDER		(SS) TO TRANSMIT PROGRAMS FROM NETWORK
.04 (SS) WRITES NAME OF PROGRAM		(SS) TO HAVE RECORD OF RECORDING
.05 (OM) LISTS PROGRAMS RECORDED		(SS) TO COMPILE MONTHLY LOG
.06 (SS) USES COTTON SWABS AND ALCOHOL		(SS) TO CLEAN HEADS ON VIDEOTAPE RECORDER
7.26 TO MAKE RADIO BROADCAST		
.01 (OM) CHECKS ASSIGNED SCHEDULE		(ES) TO SELECT REQUIRED TAPES
.02 (SS) ARRANGES TAPES IN RACK		(SS) TO PREPARE TO BROADCAST
.03 (SS) OPERATES BROADCAST CONSOLE		(SS) TO SWITCH PROGRAM SOURCES
.04 (SS) OPERATES TAPE RECORDER		(SS) TO PLAY INSTRUCTIONAL TAPES
.05 (ES) OBSERVES AUDIO METERS		(SS) TO MONITOR BROADCAST SIGNAL
.06 (P) READS ALOUD		(SS) TO MAKE RADIO ANNOUNCEMENTS

7. SUPPORT-SUPPLY FUNCTION (CONTD)			WI	S	D	P	T	R	M	L		
.07	(P)	READS ALOUD									(SS)	TO ANNOUNCE STATION IDENTIFICATION
.08	(SS)	VISUALLY INSPECTS TAPES									(SS)	TO CHECK FOR BREAKAGES
.09	(SS)	CARRIES TAPES TO STORAGE									(SS)	TO STORE FOR NEXT USE
7.27 TO PREPARE TO PRESENT MULTIMEDIA PRODUCTIONS												
.01	(PM)	DISCUSSES WITH PROMOTOR	5	4	4	4	1	5	1	4	(SS)	TO DETERMINE ROOM SIZE & CHARACTER
.02	(PM)	DISCUSSES WITH PROMOTOR	5	4	4	4	1	5	1	4	(D)	TO DETERMINE GROUP SIZE & CHARACTER
.03	(OM)	CHECKS PERSONAL SCHEDULE									(OM)	TO SCHEDULE TIME & DATE
.04	(PM)	CALLS ASSOCIATE	5	4	4	4	1	5	1	4	(PM)	TO REQUEST ASSISTANCE IN PRESENT
.05	(OM)	VISITS PRESENTATION LOCATION	5	1	4	1	1	5	1	4	(SS)	TO VIEW PHYSICAL FACILITIES
.06	(ES)	ANALYZES PHYSICAL FACILITIES									(SS)	TO DETERMINE PROJECTOR PLACEMENT
.07	(ES)	ANALYZES PHYSICAL FACILITIES									(SS)	TO DETERMINE SIZE OF IMAGE & LENSES
.08	(SS)	ANALYZES PHYSICAL FACILITIES									(SS)	TO DETERMINE PLACEMENT OF AUDIENCE
.09	(PM)	CALLS SUPPLIES DEPARTMENT									(SS)	TO REQUEST TABLE & SCREENS DELIVERY
.10	(SS)	ANALYZES EQUIPMENT NEEDS									(SS)	TO PLAN EQUIPMENT ACQUISITION
.11	(PM)	CALLS EQUIPMENT SUPPLIER									(SS)	TO REQUEST EQUIP DELIVERY & SET UP
.12	(SS)	RESEARCHES PERSONAL FILES	5	1	4	1	1	5	1	4	(SS)	TO LOCATE APPROPRIATE MATERIALS
.13	(SS)	STANDS UP SCREENS									(SS)	TO PREPARE FOR PRESENTATION
.14	(SS)	PLACES TABLES IN POSITION									(SS)	TO PREPARE FOR PRESENTATION
.15	(SS)	SETS UP SLIDE PROJECTORS									(SS)	TO PREPARE TO PROJECT SLIDES
.16	(ES)	CHECKS IMAGE SIZE AND CLARITY									(SS)	TO PREPARE TO PROJECT SLIDES
.17	(SS)	SETS UP TAPE RECORDER									(SS)	TO PREPARE FOR PLAYBACK
.18	(ES)	CHECKS AUDIO LEVEL									(SS)	TO ENSURE ADEQUATE SOUND
.19	(SS)	SETS UP CONTROL DEVICE									(SS)	TO PREPARE FOR PRESENTATION
.20	(SS)	TESTS CONTROL DEVICE									(SS)	TO PREPARE FOR PRESENTATION
.21	(SS)	RUNS THROUGH PRESENTATION									(SS)	TO CHECK FOR TECHNICAL ACCURACY
.22	(SS)	TAPES EXTENSION CORDS TO FLOOR									(SS)	TO PREPARE FOR PRESENTATION
7.28 TO ASSIST IN UTILIZATION OF SELF INSTRUCTION LAB												
.01	(OM)	MAKES MARK IN REGISTER									(OM)	TO RECORD STUDENT PRESENCE
.02	(SS)	LOADS AUTOTUTOR MACHINE									(SS)	TO PREPARE FOR USE
.03	(SS)	MOVES COUNTER DIAL TO FRAME									(SS)	TO PREPARE FOR USE
.04	(PM)	TALKS WITH STUDENT									(U)	TO ASSIST WITH PROBLEMS
.05	(OM)	RECORDS ERRORS AND FRAME NUMBER									(OM)	TO RECORD STUDENT PROGRESS
.06	(U)	OBSERVES STUDENTS USING AUTOTUTOR									(U)	TO ASSIST IF NEEDED
.07	(SS)	UNLOADS AUTOTUTOR MACHINE									(SS)	TO STORE TAPE
.08	(OM)	ASSIGNS LETTER GRADES	5	1	4	1	1	5	1	3	(OM)	TO RECORD STUDENT PROGRESS
.09	(U)	OBSERVES STUDENTS USING DICTAPHONE									(U)	TO ASSIST IF NEEDED
.10	(UD)	SHOWS HOW TO OPERATE DICTAPHONE									(UD)	TO INSTRUCT STUDENTS
.11	(PM)	SUPERVISES STUDENT AIDE									(PM)	TO ENSURE CORRECT PERFORMANCE
.12	(UD)	SHOWS HOW TO OPERATE AUTOTUTOR									(UD)	TO INFORM AIDES OF OPERATION
.13	(UD)	SHOWS HOW TO REPLACE BULBS									(UD)	TO INFORM AIDES OF OPERATION

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7. SUPPORT-SUPPLY FUNCTION (CONTD)                  WI  S  D P T  R M L

      .14 (PM) CALLS REPAIRMAN                                        (SS) TO REQUEST REPAIR OF AUTOTUTOR

  7.29  TO ASSIST IN UTILIZATION OF LANGUAGE LAB
      .01 (SS) CHECKS STUDENT SCHEDULE                                (SS) TO IDENTIFY CORRECT ASSIGNMENT
      .02 (SS) LOCATES AUDIO TAPE CARTRIDGES                          (SS) TO PREPARE FOR OPERATION OF LAB
      .03 (SS) LOADS CARTRIDGES IN CONSOLE                            (SS) TO PREPARE FOR OPERATION OF LAB
      .04 (OM) COPIES DIRECTIONS ON BLACKBOARD                        (SS) TO PREPARE FOR OPERATION OF LAB
      .05 (U ) OBSERVES STUDENTS IN LAB                               (U ) TO ENSURE COMPLETION OF ASSIGNMENT
      .06 (U ) GIVES DIRECTIONS TO STUDENTS                           (UD) TO ASSIST IN EQUIPMENT OPERATION
      .07 (U ) OBSERVES STUDENTS                                      (U ) TO ASSIST WITH PROBLEMS
      .08 (P ) OPERATES TWO TAPE RECORDERS                            (P ) TO MAKE MASTER TAPE RECORDING
      .09 (P ) OPERATES AUDIO TAPE CONSOLE                            (P ) TO MAKE TAPE CARTRIDGES
      .10 (SS) LABELS CARTRIDGES                                      (SS) TO IDENTIFY FOR FUTURE USE
      .11 (SS) PLACES TAPE CARTRIDGES ON SHELF                        (SS) TO STORE FOR FUTURE USE
      .12 (SS) OPERATES TYPEWRITER                                    (SS) TO LIST INVENTORY OF HOLDINGS
      .13 (SS) CLEANS LANGUAGE LAB EQUIPMENT                          (SS) TO ENSURE GOOD WORKING ORDER
      .14 (ES) TESTS LANGUAGE LAB EQUIPMENT                           (ES) TO LOCATE OPERATING FLAWS
      .15 (OM) LISTS OPERATING FLAWS IN EQUIP                         (UD) TO INFORM REPAIR TECHNICIAN

  7.30  TO ASSIST IN UTILIZATION OF CONFERENCE ROOM
      .01 (PM) DISCUSSES WITH PRESENTOR                               (SS) TO CLARIFY PRESENTATION DETAILS
      .02 (SS) ARRANGES FURNITURE                                     (SS) TO PREPARE FOR CONFERENCE SESSION
      .03 (SS) SETS UP APPROPRIATE EQUIPMENT                          (SS) TO PREPARE FOR CONFERENCE SESSION
      .04 (SS) OPERATES REAR SCREEN OVERHEAD                          (SS) TO SHOW VISUALS
      .05 (SS) READS SCRIPT                                           (SS) TO CHANGE OVERHEADS ON CUE
      .06 (SS) CHANGES VISUALS ON APPROP. OVERHEAD                    (SS) TO PROVIDE ILLUSTRATIONS
      .07 (SS) CHANGES PROJECTOR BULBS & FUSES                        (SS) TO MAINTAIN IN WORKING ORDER
      .08 (P ) OPERATES TAPE RECORDER                                 (P ) TO RECORD CONFERENCE SESSIONS
      .09 (SS) REPAIRS MINOR FLAWS IN LECTERN                         (SS) TO MAINTAIN IN WORKING ORDER
      .10 (P ) WRITES CONFERENCE ROOM HANDBOOK                        (UD) TO DESCRIBE SCHEDULING PROCEDURES
      .11 (D ) DESIGNS CUE SHEET                                      (SS) TO ASSIST PROJECTIONIST & SPEAKER

  7.31  TO ASSIST IN UTILIZATION OF CAI CENTER
      .01 (OM) ASSIGNS WORK ON DAILY BASIS                            (PM) TO SCHEDULE WORK LOADS
      .02 (UD) GIVES INSTRUCTIONS ON OPERATION                        (PM) TO SUPERVISE ASSISTANTS
      .03 (SS) OPERATES COMPUTER TERMINAL                             (SS) TO LIST MESSAGES RECEIVED
      .04 (SS) OPERATES XEROX                                         (SS) TO MAKE COPIES OF MESSAGES RECEIVED
      .05 (UD) DISTRIBUTES MESSAGES RECEIVED                          (UD) TO INFORM PROJECT STAFF
      .06 (SS) OPERATES COMPUTER TERMINAL                             (SS) TO MAKE PROGRAM TAPES
      .07 (SS) OPERATES COMPUTER TERMINAL                             (SS) TO UNSAVE OLD PROGRAMS
      .08 (SS) CHANGES TAPE IN CONSOLE                                (SS) TO MAKE MACHINE OPERATIONAL
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7. SUPPORT-SUPPLY FUNCTION (CONTD)

WI S D P T R M L

7.32 TO ASSIST IN UTILIZATION OF GRAPHICS LAB

.01	(SS)	READIES MATS AND EQUIPMENT IN LAB	(U)	TO PREPARE FOR STUDENT USE
.02	(SS)	LAYS OUT INKS AND FILM IN LAB	(SS)	TO PREPARE FOR STUDENT USE
.03	(SS)	TURNS ON DRYMOUNT PRESS	(SS)	TO PREPARE FOR STUDENT USE
.04	(U)	OBSERVES STUDENTS	(U)	TO ASSIST IF NEEDED

7.33 TO ASSIST IN UTILIZATION OF EDEX SYSTEM

.01	(PM)	DISCUSSES WITH INSTRUCTOR	(SS)	TO IDENTIFY PROGRAM NEEDED
.02	(SS)	SETS UP EDEX CONSOLE	(SS)	TO PREPARE FOR INSTRUCTOR
.03	(UD)	EXPLAINS OPERATION OF EDEX CONSOLE	(UD)	TO INFORM INSTRUCTOR
.04	(SS)	PRESSES BUTTON ON CONSOLE	(SS)	TO RESTORE SYNCHRONIZATION
.05	(SS)	CLEANS HEADS ON EDEX CONSOLE	(SS)	TO KEEP IN WORKING ORDER

7.34 TO MAKE ARRANGEMENTS FOR FILM PREVIEWING

.01	(SS)	WRITES TITLE AND REQUESTOR	(SS)	TO RECORD REQUEST
.02	(SS)	USES REFERENCE BOOKS	(SS)	TO CHECK ACCURACY OF FILM NOTATION
.03	(OM)	OPERATES TYPEWRITER	(OM)	TO TYPE FORM REQUEST
.04	(OM)	WRITES INFO ON FILE CARD	(SS)	TO RECORD REQUEST
.05	(OM)	WRITES CONFIRMATION DATA ON CARD	(SS)	TO RECORD CONFIRMATION
.06	(OM)	WRITES INFO ON FILM IN LOG BOOK	(OM)	TO RECORD RECEIPT OF FILM
.07	(PM)	DISCUSSES WITH REQUESTOR	(SS)	TO SCHEDULE PREVIEW TIME
.08	(ES)	IDENTIFIES APPROP PERSONS	(PM)	TO ASK THEM TO PREVIEW FILMS
.09	(SS)	ARRANGES CHAIRS	(SS)	TO PREPARE PREVIEW ROOM
.10	(SS)	OPERATES MOVIE PROJECTOR	(SS)	TO SHOW FILM
.11	(OM)	WRITES COMMENTS OF AUDIENCE	(OM)	TO RECORD RECOMMENDATIONS
.12	(OM)	WRITES DATE IN LOG BOOK	(OM)	TO RECORD PREVIEW DATA
.13	(OM)	OPERATES TYPEWRITER	(OM)	TO TYPE FILM MAILING LABEL
.14	(SS)	TRACES LOST FILM	(SS)	TO RETURN TO DISTRIBUTOR

8. UTILIZATION FUNCTION

	WI	S	DPT	RML	
8.01 TO HELP STUDENT IDENTIFY LEARNING INTERESTS AND SELECT OBJECTIVES					
.01 (SS) TRAVELS TO SCHOOL BLDG					(U) TO MAKE SELF AVAILABLE TO STUDENTS
.02 (PM) LISTENS TO STUDENT	5	2	4 3 1	5 1 4	(PM) TO INITIATE CONVERSATION
.03 (UD) READS STUDENT RECORDS	5	1	4 1 1	5 1 4	(U) TO IDENTIFY RELATIVE EDUC ACHIEVE
.04 (PM) PROBES STUDENT	5	2	4 3 1	5 1 4	(U) TO IDENTIFY INTEREST AND TALENT
.05 (UD) READS STUDENT RECORDS	5	1	4 1 1	5 1 4	(U) TO IDENT SOCIAL/ETHNIC DIFFERENCE
.06 (UD) READS STUDENT RECORDS	5	1	4 1 1	5 1 4	(U) TO IDENTIFY INTEREST/ATTITUDE
.07 (PM) CONVERSES WITH STUDENT	5	2	4 3 1	5 1 4	(U) TO IDENTIFY INTEREST AND TALENT
.08 (U) RESPONDS TO STUDENT	5	2	4 3 1	5 1 4	(U) TO ENCOURAGE LEARNING INTERESTS
.09 (U) MAKES SUGGESTIONS TO STUDENT	5	2	4 4 1	5 1 5	(U) TO IDENTIFY INTEREST AND TALENT
.10 (UD) READS STUDENT RECORDS	5	1	4 1 1	5 1 4	(U) TO IDENTIFY PAST LEARNING IN AREA
.11 (UD) READS STUDENT RECORDS	5	1	4 1 1	5 1 4	(U) TO IDENT LRNG DIFFICULTIES IN AREA
.12 (PM) DISCUSSES WITH STUDENT	5	4	4 3 1	5 1 4	(U) TO REVIEW PAST LRNG & PROBS IN AREA
.13 (PM) DISCUSSES WITH STUDENT	5	4	4 4 1	5 1 5	(U) TO IDENT IMPLIC OF PAST FOR PRES
.14 (U) ANALYZES WITH STUDENT	5	4	4 4 1	5 1 5	(U) TO NARROW INTER BASED ON PAST/PRES
.15 (U) ANALYZES WITH STUDENT	6	4	5 4 1	6 1 5	(U) TO TRANSLATE INTEREST TO BROAD OBJ
.16 (PM) SPEAKS WITH STUDENT	6	4	5 4 1	6 1 5	(U) TO PROVIDE INPUT ON BROAD OBJS
.17 (U) ANALYZES WITH STUDENT	5	4	4 4 1	5 1 5	(U) TO NARROW BROAD OBJECTIVES
.18 (U) ANALYZES WITH STUDENT	6	4	5 4 1	6 1 5	(U) TO TRANSLATE BROAD TO BEHAV OBJS
.19 (U) EVALUATES BEHAVIORAL OBJS W STUDENT	5	4	4 4 1	5 1 5	(U) TO SELECT OBJS OF IMMED INTER
.20 (U) ANALYZES WITH STUDENT	5	4	4 4 1	5 1 5	(U) TO DEVELOP LEARNING SEQ FOR OBJ
8.02 TO HELP STUDENT SELECT LEARNING ACTIVITIES TO MEET OBJECTIVES					
.01 (U) ADMINISTERS TESTS TO STUDENT					(U) TO TEST STUDENT LEARNING STYLE
.02 (UD) READS TEST RESULTS	5	1	4 1 1	5 1 4	(U) TO ANALYZE STUDENT LEARNING STYLE
.03 (U) INSTRUCTS STUDENT	5	4	4 4 1	5 1 5	(U) TO EXPLAIN HIS LEARNING STYLE
.04 (PM) DISCUSSES WITH STUDENT	5	4	4 4 1	5 1 5	(U) TO EXPLAIN IDEA OF LRNG PREFERENCE
.05 (UD) READS LISTING OF LEARNING ACTIVS	5	1	4 1 1	5 1 5	(UD) TO IDENT PREPCKGED ACTIVS IN SYST
.06 (UD) READS LISTING	5	1	4 1 1	5 1 5	(UD) TO IDENT LRNG ACTIVS RELAT TO OBJ
.07 (U) COMPARES STUD & ACTIV OBJECTIVES	6	1	5 1 1	6 1 5	(U) TO SELECT ACTIVS RELEVANT TO STUD
.08 (PM) DISCUSSES WITH STUDENT	5	4	4 4 1	5 1 5	(UD) TO EXPLAIN DIFFERENT ACTIVS
.09 (U) ANALYZES LEARNING ACTIVS	5	1	4 1 1	5 1 5	(U) TO IDENT HUMAN/MEDIA MIX
.10 (U) ANALYZES LEARNING ACTIVS	5	1	4 1 1	5 1 5	(U) TO IDENT INDIV/GROUP MIX
.11 (U) COMPARES ACTIVS/LEARNING STYLE	5	1	4 1 1	5 1 5	(U) TO IDENTIFY MATCHES
.12 (PM) DISCUSSES WITH STUDENT	5	4	4 3 1	5 1 5	(U) TO IDENT STUD LRNG PREFERENCE
.13 (U) COMBINES ACTIV/STYLE/PREFERENCE	6	1	5 1 1	6 1 5	(U) TO MAKE LRNG ACTIV SUGGESTIONS
.14 (PM) DISCUSSES WITH STUDENT	5	4	4 3 1	5 1 5	(ES) TO EVAL SUGGESTED ACTIVS
.15 (PM) LISTENS TO STUDENT FEEDBACK	5	4	4 2 1	5 1 5	(U) TO IDENT PROBS W CURRENT LRNG ACT
.16 (U) COMBINES DIFFERENT ACTIVS	5	1	5 1 1	5 1 5	(U) TO GENERATE NEW SETS OF ACTIVS
.17 (PM) DISCUSSES WITH STUDENT	5	4	4 3 1	5 1 5	(ES) TO EVAL COMBINED ACTIVS
.18 (PM) LISTENS TO FEEDBACK FR STUDENT	5	4	4 3 1	5 1 5	(U) TO IDENT ACTIV PROBS NOT SOLVED

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8. UTILIZATION FUNCTION (CONTD)                         WI  S  D P T  R M L

      .19 (PM) DISCUSSES WITH STUDENT                    5  4  4 3 1  5 1 5  (U ) TO IDENT STUD IDEAS FOR LRNG ACTIV
      .20 (U ) CONSULTS WITH STUDENT                     5  4  4 4 1  5 1 5  (U ) TO HELP DESIGN INDIV LRNG ACTIVS

   8.03  TO HELP STUDENT PREPARE TO USE LEARNING ACTIVITY
      .01 (PM) DISCUSSES WITH STUDENT                                        (SS) TO ARRANGE TIME FOR LEARNING ACTIV
      .02 (PM) CALLS PEOPLE--TEACHER/STUDENTS                                (SS) TO ARRANGE FOR HUMAN COMP OF LA
      .03 (PM) CALLS INST MATER CENTER                                       (SS) TO SCHEDULE MATERIAL COMP OF LA
      .04 (PM) DISCUSSES WITH STUDENT                    5  4  4 2 1  5 1 4  (UD) TO EXPLAIN LOGISTIC ASPECTS OF LA
      .05 (PM) DISCUSSES WITH STUDENT                    5  4  4 4 1  5 1 4  (UD) TO EXPLAIN UNIQUE COMPONENTS OF LA
      .06 (PM) DISCUSSES WITH STUDENT                    5  4  4 4 1  5 1 4  (U ) TO REVIEW OBJECTIVES OF LA
      .07 (PM) DISCUSSES WITH STUDENT                    5  4  4 3 1  5 1 5  (U ) TO ENCOURAGE INTEREST IN LRNG ACTIV
      .08 (PM) DISCUSSES WITH STUDENT                    5  4  4 4 1  5 1 5  (UD) TO EXPLAIN ASSESSMENT PROCEDURES
      .09 (U ) ADMINISTERS PRE-TEST                                          (U ) TO COLLECT BASE LEVEL DATA ON OBJ
      .10 (PM) LISTENS TO STUDENT                        5  4  4 4 1  5 1 5  (U ) TO ANSWER QUES ON USE OF LRNG ACTIV

   8.04  TO LECTURE/MAKE MEDIA PRESENTATIONS TO LARGE STUDENT GROUPS
      .01 (U ) SPEAKS TO STUDENTS                        5  4  4 4 1  5 1 5  (UD) TO IDENTIFY OBJECTIVES OF PRESENTAT
      .02 (U ) SPEAKS TO STUDENTS                        5  4  4 4 1  5 1 5  (U ) TO EXPLAIN IMPORTANCE OF OBJECTIVES
      .03 (PM) DISCUSSES WITH STUDENTS                   5  2  4 4 1  5 1 5  (U ) TO IDENT GRP EXPECTATIONS FOR PRES
      .04 (U ) SPEAKS TO STUDENTS                        5  4  4 4 1  5 1 5  (U ) TO PRESENT LECTURE INFORMATION
      .05 (U ) SPEAKS TO STUDENTS                        5  5  4 4 1  5 1 5  (U ) TO EXPLAIN SPECIAL MEDIA TECHNIQUES
      .06 (SS) OPERATES MEDIA EQUIPMENT                                      (U ) TO PRESENT INFORMATION
      .07 (PM) DISCUSSES WITH STUDENTS                   5  4  4 4 1  5 1 5  (U ) TO ASK STUDENTS QUESTIONS
      .08 (U ) ANALYZES QUESTION/ANSWERS                 5  1  4 1 1  5 1 5  (U ) TO EVALUATE STUDENT UNDERSTANDING
      .09 (U ) ANALYZES QUESTION/ANSWERS                 5  1  4 1 1  5 1 5  (ES) TO EVAL PRESENTATION EFFECTIVENESS
      .10 (U ) OBSERVES DEGREE OF STUD INVOLVEMENT       5  1  4 1 1  5 1 5  (ES) TO EVAL PRESENTATION EFFECTIVENESS
      .11 (U ) OBSERVES NON-VERBAL BEHAV (BOREDOM)       5  1  4 1 1  5 1 5  (ES) TO EVAL PRESENTATION EFFECTIVENESS
      .12 (D ) TRANSLATES EVALUATION                     6  1  5 1 1  6 1 5  (D ) TO CHANGE PRESENTATION
      .13 (PM) LISTENS TO STUDENTS                       5  1  4 1 1  5 1 5  (U ) TO RESPOND TO STUDENT QUESTIONS
      .14 (U ) SPEAKS TO STUDENTS                        5  4  4 4 1  5 1 5  (U ) TO RESPOND TO STUDENT QUESTIONS

   8.05  TO MONITER INDIVIDUALIZED INSTRUCTION/SELF-INSTRUCTIONAL MEDIA
      .01 (OM) WRITES ON STUDENT RECORD                                      (OM) TO NOTE STUDENT ATTENDANCE
      .02 (OM) WRITES ON STUDENT RECORD                                      (RT) TO NOTE LEARNING ACTIVITY USED
      .03 (SS) CHECKS MATERS FOR LRNG ACTIV                                  (SS) TO CHECK IF READY FOR STUDENT
      .04 (PM) CALLS PEOPLE/MATER CTR                                        (SS) TO OBTAIN MISSING COMPONENTS
      .05 (U ) OBSERVES STUDENTS USING MATERS            5  4  4 2 1  5 1 4  (U ) TO IDENT PROBS IN HANDLING MATERS
      .06 (PM) DISCUSSES WITH STUDENT                    5  4  4 4 1  5 1 5  (UD) TO EXPLAIN HANDLING OF MATERIALS
      .07 (U ) OBSERVES STUDENTS USING MATERS            5  4  4 2 1  5 1 4  (U ) TO IDENT PROBS IN UNDERSTANDING
      .08 (U ) OBSERVES STUDENTS USING MATERS            5  4  4 2 1  5 1 4  (U ) TO IDENT PROBS IN PERF ACTIVS
      .09 (PM) DISCUSSES WITH STUDENT                    5  2  4 3 1  5 1 5  (U ) TO ASCERTAIN IF PROBLEM
      .10 (PM) LISTENS TO STUDENT                        5  2  4 3 1  5 1 5  (U ) TO UNDERSTAND PROBLEM
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8. UTILIZATION FUNCTION (CONTD)                            WI  S  D P T  R M L

      .11 (PM) DISCUSSES WITH STUDENT                      5   2  4 4 1  5 1 5  (U ) TO SOLVE PROBLEM IF SIMPLE
      .12 (PM) DISCUSSES WITH STUDENT                      5   2  4 3 1  5 1 5  (U ) TO RECOMMEND TUTOR TO SOLVE PROB
      .13 (PM) CALLS TUTOR                                                      (SS) TO ARRANGE FOR STUDENT SESSION

   8.06  TO ACT AS RESOURCE FOR INDIV/GROUP DIRECTED LEARNING ACTIVITIES
      .01 (SS) TRAVELS TO SCHOOL                                                (U ) TO BE AVAILABLE TO STUDENTS
      .02 (UD) WRITES CAPABILITIES/INTERESTS RESUME        5   1  4 1 1  5 1 5  (UD) TO IDENT CAPAB/INTER TO STUDENTS
      .03 (U ) WAITS IN OFFICE                             5   1  4 1 1  5 1 5  (U ) TO BE AVAILABLE TO STUDENTS
      .04 (U ) SPEAKS TO STUDS PERF LRNG ACTIVS            5   2  4 3 1  5 1 5  (U ) TO ASCERTAIN OBJS AND ACTIVS
      .05 (U ) SPEAKS TO STUDS PERF LRNG ACTIVS            5   2  4 3 1  5 1 5  (U ) TO ASCERTAIN POSSIB ROLE FOR SELF
      .06 (PM) LISTENS TO STUDENTS                         5   2  4 3 1  5 1 5  (U ) TO LEARN IF THEY NEED/WANT HELP
      .07 (U ) SPEAKS TO STUDENTS                          5   2  4 3 1  5 1 5  (U ) TO INDICATE ACCEPT OF NEGAT RESP
      .08 (PM) LISTENS TO STUDENT QUESTIONS                5   2  4 3 1  5 1 5  (U ) TO CARRY OUT POSITIVE RESP
      .09 (PM) DISCUSSES WITH STUDENTS                     5   2  4 3 1  5 1 5  (U ) TO PHRASE QUESTIONS IN OTHER WAYS
      .10 (U ) ASKS STUDENTS QUESTIONS                     5   2  4 3 1  5 1 5  (U ) TO PROBE PROBLEMS/UNDERSTANDINGS
      .11 (U ) INSTRUCTS STUDENTS                          5   4  4 4 1  5 1 5  (U ) TO EXPLAIN CONCEPT/INFORMATION
      .12 (U ) PERFORMS ACTIVITY                           5   6  4 1 3  5 1 4  (U ) TO DEMONSTRATE ACTIVITY
      .13 (U ) LISTENS/LOOKS/PERFORMS W STUDENTS           5   4  4 2 1  5 1 4  (U ) TO PARTICIPATE IN LRNG ACTIV
      .14 (PM) DISCUSSES WITH STUDENTS                     5   4  4 4 1  5 1 5  (U ) TO INDICATE FURTHER RESOURCES
      .15 (PM) LISTENS TO STUDENTS                         5   2  4 3 1  5 1 5  (U ) TO LEARN WHEN NO LONGER NEEDED
      .16 (PM) SPEAKS TO STUDENTS                          5   2  4 2 1  5 1 5  (OM) TO INDICATE AVAILABILITY

   8.07  TO FACILITATE GROUP LEARNING PROCESS
      .01 (U ) INSTRUCTS GROUP                             5   4  4 4 1  5 1 5  (UD) TO EXPLAIN FACILITATOR ROLE
      .02 (U ) INSTRUCTS GROUP                             5   4  4 4 1  5 1 5  (UD) TO EXPLAIN CONTENT/PROCESS DIFF
      .03 (U ) OBSERVES GROUP LEARNING PROCESS             5   1  4 1 1  5 1 5  (U ) TO GATHER DATA FOR OBSERVATIONS
      .04 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVALUATE RESOURCE UTILIZATION
      .05 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVALUATE INTERPERSONAL RELATIONS
      .06 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVAL SUPPORTIVENESS OF MEMBERS
      .07 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVAL AGREEMENT ON COMMON GOAL
      .08 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVAL PROBLEM SOLVING PROCESS
      .09 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVAL AMOUNT/TYPE OF AFFECT
      .10 (U ) ANALYZES GROUP PROCESS                      5   1  4 1 1  5 1 5  (U ) TO EVAL SUCCESS IN WORKING TO GOAL
      .11 (U ) SPEAKS TO GROUP                             5   4  4 4 1  5 1 5  (U ) TO MAKE PROCESS INTERVENTION
      .12 (PM) DISCUSSES WITH GROUP                        5   4  4 4 1  5 1 5  (U ) TO SUGGEST ANALYSIS OF PROCESS
      .13 (U ) SPEAKS TO GROUP                             5   4  4 4 1  5 1 5  (U ) TO PROVIDE INPUT WHERE APPROPRIATE

   8.08  TO TUTOR INDIVIDUAL STUDENTS WITH LEARNING DIFFICULTIES
      .01 (PM) LISTENS TO STUDENTS                         5   2  4 3 1  5 1 5  (U ) TO HEAR STUD PERCEPT OF LRNG PROB
      .02 (U ) QUESTIONS STUDENTS                          5   4  4 4 1  5 1 5  (U ) TO IDENT WHAT STUD DOES UNDERSTAND
      .03 (U ) QUESTIONS STUDENTS                          5   4  4 4 1  5 1 5  (U ) TO IDENT PARAMETERS OF LRNG PROB
      .04 (UD) READS STUDENT RECORDS                       5   1  4 1 1  5 1 5  (U ) TO IDENT SIMILAR PAST LRNG PROBS
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8. UTILIZATION FUNCTION (CONTD)

			WI	S	D	P	T	R	M	L		
.05	(UD)	READS STUDENT RECORDS	5	1	4	1	1	5	1	5	(U)	TO IDENT PAST LRNG SUCCESSES
.06	(UD)	READS STUDENT RECORDS	5	1	4	1	1	5	1	5	(U)	TO IDENT LEARNING STYLE
.07	(UD)	READS STUDENT RECORDS	5	1	4	1	1	5	1	5	(U)	TO IDENT AFFECTIVE FACTORS
.08	(PM)	DISCUSSES WITH STUDENT	5	4	4	3	1	5	1	5	(U)	TO IDENT CURRENT PEER/FAMILY RELATS
.09	(D)	SYNTHESIZES FACTORS	6	1	5	1	1	6	1	5	(D)	TO FORMULATE TENTATIVE APPROACH
.10	(PM)	DISCUSSES WITH STUDENT	5	2	4	4	1	5	1	5	(ES)	TO HAVE STUD EVAL TUTOR APPROACH
.11	(U)	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(U)	TO PRESCRIBE REMEDIAL LRNG ACTIVS
.12	(U)	ASKS STUDENTS QUESTIONS	5	4	4	4	1	5	1	5	(U)	TO PROBE UNDERSTANDINGS/PROBLEMS
.13	(U)	PERFORMS ACTIVITY	5	6	4	1	3	5	1	4	(U)	TO DEMONSTRATE ACTIVITY
.14	(U)	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(U)	TO EXPLAIN IN NEW WAY
.15	(PM)	LISTENS TO STUDENT RESPS/QUES	5	4	4	4	1	5	1	5	(ES)	TO EVAL STUDENT LEARNING
.16	(U)	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(U)	TO ANSWER QUESTIONS
.17	(D)	ANALYZES STUDENT FEEDBACK	6	1	4	1	1	6	1	5	(D)	TO REVISE TUTORING APPROACH
8.09		TO FOLLOW UP STUDENT WORK ON LEARNING ACTIVITY										
.01	(PM)	DISCUSSES WITH STUDENT	5	2	4	3	1	5	1	5	(ES)	TO OBTAIN IMPRESSION OF LRNG EXPER
.02	(U)	ADMINISTERS POST-TEST									(U)	TO ASCERTAIN STUDENT LEARNING
.03	(U)	COMPARES PRE-AND POST-TESTS	5	1	4	1	1	5	1	5	(U)	TO DETERMINE IF STUD MET OBJECTIVE
.04	(OM)	WRITES POST-TEST SCORE									(OM)	TO ADD TO STUDENT RECORD
.05	(PM)	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN POST-TEST
.06	(PM)	SPEAKS TO STUDENT	5	4	4	4	1	5	1	5	(UD)	TO IDENTIFY OBJECTIVES NOT MET
.07	(PM)	LISTENS TO STUDENT	5	4	4	3	1	5	1	5	(ES)	TO GET STUD VIEW OF TEST/OBJS
.08	(U)	SPEAKS TO STUDENT	5	2	4	4	1	5	1	5	(U)	TO SUGGEST RECYCLE THROUGH PROCESS
.09	(U)	EXPLAINS LRNG ACTIV EVAL FORM	5	4	4	4	1	5	1	5	(ES)	TO HAVE STUD EVAL LRNG ACTIV
.10	(OM)	SENDS NEG EVALS TO MATER EVALUATOR									(ES)	TO HAVE LRNG ACTIV REVISED/ELIMINATE
.11	(PM)	CALLS PARENT									(OM)	TO ARRANGE FOR MEETING
.12	(PM)	DISCUSSES WITH STUDENT/PARENT	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN STUDENT PROGRESS
.13	(PM)	LISTENS TO PARENT	5	2	4	3	1	5	1	5	(U)	TO UNDERSTAND PARENT CONCERNS
.14	(PM)	DISCUSSES WITH PARENT/STUDENT	5	2	4	4	1	5	1	5	(U)	TO POINT OUT STUDENT CONCERNS
.15	(U)	ANALYZES PARENT/STUDENT DIFFERENCES	5	1	4	1	1	5	1	5	(U)	TO RESOLVE POSSIBLE CONFLICT
.16	(PM)	DISCUSSES DIFFS W PARENT/STUDENT	5	4	4	7	1	5	1	5	(U)	TO RESOLVE POSSIBLE CONFLICT
.17	(U)	EVALUATES STUDENT/PARENT CONF	6	1	4	1	1	5	1	5	(UD)	TO WRITE REPORT
.18	(UD)	WRITES REPT OF STUD/PARENT CONF	6	1	5	1	1	6	1	5	(OM)	TO KEEP RECORD OF PROGRESS

9. UTILIZATION-DISSEMINATION FUNCTION

9.01 TO MAINTAIN PROFESSIONAL STATUS/KEEP UP IN FIELD

			WI	S	D	P	T	R	M	L		
.01	(UD)	READS BOOKS/JOURNAL ARTICLES	6	1	4	1	1	6	1	6	(UD)	TO LEARN ISSUES/NEW KNOWLEDGE
.02	(UD)	JOINS PROFESSIONAL ASSOCIATIONS	6	1	4	1	1	6	1	5	(UD)	TO LEARN ISSUES/NEW KNOWLEDGE
.03	(UD)	JOINS PROFESSIONAL ASSOCIATIONS	6	1	4	1	1	6	1	5	(UD)	TO DEVELOP PROFESSIONAL CONTACTS
.04	(OM)	ATTENDS CONVENTIONS	6	1	4	1	1	6	1	5	(UD)	TO LEARN ISSUES/NEW KNOWLEDGE
.05	(UD)	ATTENDS CONVENTIONS	5	4	4	4	1	5	1	5	(UD)	TO DEVELOP PROFESSIONAL CONTACTS
.06	(UD)	WRITES ARTICLES/CONVENTION PAPERS	6	1	5	1	1	6	1	6	(UD)	TO DISSEMINATE NEW IDEAS
.07	(UD)	WRITES ARTICLES/CONVENTION PAPERS	6	1	5	1	1	6	1	6	(UD)	TO GAIN RECOGNITION IN FIELD
.08	(PM)	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5	(UD)	TO UNDERSTAND ISSUES IN FIELD
.09	(PM)	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5	(UD)	TO IDENTIFY BETTER JOBS IN FIELD
.10	(PM)	DISCUSSES WITH SALESMEN									(UD)	TO BECOME INFORMED OF NEW PRODUCTS
.11	(OM)	CIRCULATES FLYERS									(UD)	TO INFORM STAFF OF NEW PRODUCTS
.12	(SS)	MAINTAINS FILE OF NEW EQUIPMENT									(UD)	TO KEEP INFORMED ON TECHNOLOGY

9.02 TO DEVELOP DISSEMINATION STRATEGIES FOR TEACHER TRAINING PROJECT

			WI	S	D	P	T	R	M	L		
.01	(UD)	READS TEACHER TRAINING MATERIALS	5	1	4	1	1	5	1	5	(UD)	TO IDENTIFY TARGET AUDIENCE
.02	(UD)	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5	(UD)	TO IDENTIFY KEY GEOGRAPHICAL AREAS
.03	(UD)	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5	(UD)	TO IDENTIFY KEY INSTITUTIONS
.04	(UD)	READS RE TARGET AUDIENCE	5	1	4	1	1	5	1	5	(UD)	TO IDENTIFY KEY INDIVIDUALS
.05	(UD)	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5	(UD)	TO IDENTIFY TIME INSTITUTION NEEDS
.06	(UD)	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5	(UD)	TO IDENTIFY STAFF INSTITUTION NEEDS
.07	(UD)	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5	(UD)	TO IDENTIFY FACILS INSTIT NEEDS
.08	(UD)	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5	(UD)	TO IDENTIFY MATS INSTIT NEEDS
.09	(UD)	ANALYZES DISSEMINATION MATERIALS	5	1	5	1	1	5	1	5	(UD)	TO IDENTIFY SEQUENCE/CREDIT PROBS
.10	(UD)	TRANSLATES MATERIALS	6	1	5	1	1	5	1	5	(UD)	TO LIST BENEFITS TO INSTITUTION
.11	(UD)	ANALYZES METHODS OF INVOLVEMENT	5	1	4	1	1	5	1	5	(UD)	TO INVOLVE INSTITUTION IN PROCESS
.12	(UD)	ANALYZES METHODS OF INVOLVEMENT	5	1	4	1	1	5	1	5	(UD)	TO INVOLVE INDIVIDUALS IN PROCESS
.13	(UD)	EXAMINES INSTIT INFLUENCE PATTERNS	5	1	4	1	1	5	1	5	(UD)	TO IDENTIFY DISSEMINATION FLOW
.14	(UD)	SYNTHESIZES BENEFITS/INVOLVE/PROBS	6	1	5	1	1	5	1	5	(UD)	TO DEVELOP DISSEMINATION PLAN
.15	(PM)	DISCUSSES WITH COLLEAGUES	5	4	4	4	1	5	1	5	(ES)	TO EVALUATE DISSEMINATION PLAN
.16	(PM)	SPEAKS WITH INTERESTED INSTITUTION	5	4	4	4	1	5	1	5	(ES)	TO FIELD TEST DISSEMINATION PLAN
.17	(UD)	ADMINISTERS PLAN	5	1	5	1	1	5	1	5	(ES)	TO FIELD TEST DISSEMINATION PLAN
.18	(UD)	EXAMINES INCREASED USE OF MATERS	5	1	4	1	1	5	1	5	(ES)	TO EVALUATE DISSEMINATION PLAN
.19	(PM)	SPEAKS WITH OTHER INSTITS	5	4	4	4	1	5	1	5	(UD)	TO OPERATIONALIZE DISSEM PLAN

9.03 TO EXPLAIN INDIVIDUALIZED INSTRUCTION PROJECT TO VISITORS

			WI	S	D	P	T	R	M	L		
.01	(PM)	SPEAKS TO VISITOR OR SUPERIOR									(UD)	TO RECEIVE REQUEST FOR INFORMATION
.02	(PM)	TALKS WITH VISITOR	5	2	4	3	1	5	1	5	(UD)	TO GET AQUAINTED/DISCOVER NEEDS
.03	(SS)	OPERATES SLIDE PROJECTOR									(UD)	TO MAKE PRESENTATION ON PROJECT
.04	(UD)	DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN PROJECT
.05	(PM)	LISTENS TO VISITOR	5	4	4	4	1	5	1	5	(UD)	TO IDENTIFY QUESTIONS RE PROJECT

9. UTILIZATION-DISSEMINATION FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.06 (PM) DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD) TO ANSWER QUESTIONS RE PROJECT
.07 (UD) INSTRUCTS VISITOR	5	4	4	4	1	5	1	5	(UD) TO SUMMARIZE PROJECT CHARACTERISTICS
.08 (SS) DRIVES VISITOR TO SCHOOL									(UD) TO SHOW PROJECT IN OPERATION
.09 (UD) INSTRUCTS VISITOR	5	4	4	4	1	5	1	5	(UD) TO DESCRIBE LAYOUT OF CLASSROOM
.10 (UD) OBSERVES CLASS W VISITOR	5	4	4	4	1	5	1	5	(UD) TO SEE PROJECT IN ACTION
.11 (PM) DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD) TO IDENTIFY CHARACTERISTIC ACTS
.12 (PM) LISTENS TO VISITOR	5	4	4	4	1	5	1	5	(UD) TO IDENTIFY QUESTIONS RE PROJECT
.13 (PM) DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD) TO INDICATE ACTS ANSWERING QUESTIONS
.14 (OM) GUIDES VISITOR TOUR									(PM) TO KEEP VISITOR OUT OF TCHR WAY
.15 (PM) SPEAKS WITH STUDENTS/TEACHERS	5	4	4	4	1	5	1	4	(OM) TO ARRANGE FOR DISCUSSIONS W VISITOR
.16 (PM) LISTENS TO VISITOR/STUD/TCHR DISC	5	4	4	4	1	5	1	5	(UD) TO PROVIDE HELP IF NEEDED
.17 (PM) DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD) TO SUMMARIZE PROJECT
.18 (PM) DISCUSSES WITH VISITOR	5	4	4	4	1	5	1	5	(UD) TO THANK FOR INTEREST IN PROJECT
.19 (OM) COLLATES PROJECT LITERATURE									(UD) TO GIVE MATERIALS TO VISITOR
9.04 TO PROVIDE INFORMATION ON AV CENTER									
.01 (UD) DEFINES MEDIA SERVICES AVAILABLE									(UD) TO PREPARE FOR BROCHURE
.02 (UD) GROUPS MEDIA SERVICES AVAILABLE									(UD) TO PREPARE FOR BROCHURE
.03 (OM) ESTIMATES COST PER ITEM									(OM) TO PREPARE PRICELIST
.04 (PM) GIVES INSTRUCTIONS									(P) TO HAVE BROCHURE DESIGNED
.05 (UD) ANALYZES CLIENTS OF CENTER									(UD) TO DEFINE POTENTIAL AUDIENCE
.06 (PM) GIVES INSTRUCTIONS									(UD) TO HAVE COPIES OF BROCHURE MAILED
.07 (P) DESIGNS BRIEFINGS	5	1	5	1	1	5	1	5	(UD) TO DESCRIBE CENTER OPERATION
.08 (P) WRITES BRIEFING GUIDE	5	1	4	1	1	5	1	5	(SS) TO PROVIDE BRIEFING GUIDELINES
.09 (UD) CONDUCTS BRIEFINGS									(UD) TO DESCRIBE CENTER OPERATION
.10 (OM) USES TELEPHONE									(UD) TO ANSWER QUESTIONS
.11 (PM) TALKS WITH VISITORS									(UD) TO DESCRIBE SERVICES AVAILABLE
.12 (PM) TALKS WITH VISITORS									(UD) TO DESCRIBE CATALOGING SYSTEM
.13 (PM) TALKS WITH VISITORS									(UD) TO ASSIST IN LOCATING MATERIALS
.14 (SS) OPERATES AV PRODUCTION EQUIPMENT									(UD) TO DEMONSTRATE OPERATION
9.05 TO CONSULT ON MEDIA USE AND DESIGN									
.01 (UD) ADVISES OUTSIDE PERSONNEL	5	4	4	4	1	5	1	5	(UD) TO IMPROVE USE OF TV TECHNIQUES
.02 (ES) EXAMINES BUILDING BLUEPRINTS	6	1	5	4	1	5	1	4	(ES) TO SUGGEST IMPROVEMENTS
.03 (UD) ADVISES OUTSIDE PERSONNEL	5	4	4	4	1	5	1	5	(UD) TO IMPROVE TRAINING CENTER DESIGN
.04 (UD) GIVES MULTI MEDIA PRESENTATION	5	5	4	1	3	5	1	4	(UD) TO DEMONSTRATE USE OF MEDIA
.05 (PM) DISCUSSES WITH AUDIENCE	5	4	4	4	1	5	1	4	(UD) TO CLARIFY MEDIA PRINCIPLES USED
.06 (ES) EXAMINES PROTOTYPE MATERIALS	5	1	4	1	1	4	1	4	(ES) TO SUGGEST IMPROVEMENTS/EVALUATE
.07 (UD) SERVES ON COMMITTEES	5	2	4	4	1	4	1	4	(UD) TO DISSEMINATE INFORMATION ON MEDIA

9. UTILIZATION-DISSEMINATION FUNCTION (CONTD)

9.06 TO PROMOTE INCREASED USE OF ITV

			WI	S	D	P	T	R	M	L		
.01	(PM)	DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	4	(D)	TO IDENTIFY APPROP PARTS OF COURSE
.02	(D)	DESIGNS MODEL	5	1	5	1	1	5	1	4	(D)	TO CLARIFY METHOD/MEDIA DECISIONS
.03	(RT)	ANALYSES RESEARCH ON ITV	5	1	5	1	1	5	1	4	(D)	TO IDENTIFY RELEVANT FACTORS
.04	(RT)	ANALYSES COST EFFECTIVENESS	5	1	5	1	1	5	1	4	(UD)	TO DEMONSTRATE ADVANTAGES OF ITV
.05	(PM)	DISCUSSES HARDWARE SYSTEMS	5	4	4	2	1	4	1	4	(ES)	TO EVALUATE EFFECTIVENESS
.05	(ES)	OBSERVES HARDWARE SYSTEMS	5	1	5	1	1	5	1	4	(ES)	TO EVALUATE EFFECTIVENESS
.07	(OM)	WRITES REPORT TO MANAGEMENT	6	1	5	1	1	5	1	5	(UD)	TO PROPOSE INSTALLATION OF ITV

9.07 TO REPORT TO MANAGEMENT

			WI	S	D	P	T	R	M	L		
.01	(OM)	ANALYZES WORK PERFORMED IN UNIT	5	1	4	1	1	5	1	4	(OM)	TO PREPARE WORK PLANS
.02	(OM)	ASSIGNS WORK WEEKS TO FUNCTIONS	5	1	4	1	1	5	1	4	(OM)	TO PREPARE WORK PLANS
.03	(OM)	ESTIMATES WORK TO BE PERFORMED	5	1	4	1	1	5	1	4	(OM)	TO PREPARE WORK PLANS
.04	(OM)	ANALYZES WORK PLANS	5	1	4	1	1	5	1	4	(OM)	TO DEVELOP SUPPORTING BUDGET
.05	(OM)	DEVELOPS STAFF TIME/OUTPUT BUDGET	5	1	4	1	1	5	3	4	(OM)	TO SUPPORT WORK PLANS
.06	(OM)	WRITES PROGRESS REPORTS	5	1	5	1	1	5	1	5	(OM)	TO DESCRIBE WORK PERFORMED

9.08 TO INFORM TEACHERS ON AV

			WI	S	D	P	T	R	M	L		
.01	(UD)	DISCUSSES WITH TEACHERS									(UD)	TO INFORM ON MATERIALS & EQUIPMENT
.02	(D)	ASSESSES TEACHING NEEDS									(D)	TO SUGGEST APPROPRIATE MATERIALS
.03	(UD)	CIRCULATES INFORMATION									(UD)	TO INFORM ON MATERIALS & EQUIPMENT
.04	(OM)	PLANS WORKSHOPS									(UD)	TO DEMONSTRATE AV SERVICES
.05	(OM)	WRITES NOTICE									(UD)	TO ANNOUNCE DEMONSTRATION
.06	(SS)	OPERATES AV EQUIPMENT									(UD)	TO DEMONSTRATE OPERATION
.07	(U)	GIVES MULT MEDIA PRESENTATION									(UD)	TO INFORM ON AV SERVICES
.08	(U)	GIVES LECTURES	5	4	4	4	1	4	1	5	(UD)	TO INFORM ON LIBRARY PROCEDURES
.09	(U)	GIVES LECTURES	5	4	4	4	1	5	2	5	(UD)	TO INFORM ON CAI PROGRAMING
.10	(U)	GIVES LECTURES	5	4	4	4	1	4	1	5	(UD)	TO INFORM ON LANG LAB OPERATION
.11	(SS)	OPERATES MOVIE PROJECTOR									(UD)	TO DEMONSTRATE EXEMPLARY MOVIES

9.09 TO CONSULT WITH TEACHERS RE IMPROVING TEACHING BEHAVIOR

			WI	S	D	P	T	R	M	L		
.01	(UD)	READS SPECIAL PROJECT PROPOSAL	6	1	5	1	1	5	1	5	(UD)	TO IDENTIFY DESIRED STUD/TCHR BEHAV
.02	(PM)	SPEAKS TO TEACHER	5	4	4	4	1	5	1	5	(UD)	TO RECEIVE REQUEST TO CONSULT
.03	(ES)	WRITES ON FORM	5	1	4	1	1	5	1	4	(ES)	TO MARK FREQUENCY/TYPE STUD RESPS
.04	(ES)	COMPARES STUD FORM W DESIRED RESPS	5	1	4	1	1	5	1	4	(ES)	TO IDENTIFY DISCREPANCIES
.05	(ES)	ANALYZES TEACHER FORM/BEHAVIOR	5	1	4	1	1	5	1	4	(ES)	TO IDENTIFY WHAT CAUSING STUD DIFFS
.06	(PM)	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN STUD BEHAV NOT BEING MET
.07	(PM)	DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN TCHR BEHAV CAUSING PROB
.08	(PM)	LISTENS TO TEACHER	5	4	4	4	1	5	1	5	(UD)	TO ENCOURAGE SUGGESTED ALTERNATIVES
.09	(UD)	INSTRUCTS TEACHER	5	4	4	4	1	5	1	5	(UD)	TO SUGGEST ALTERNATIVE BEHAVIORS
.10	(PM)	CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5	(UD)	TO EXPLAIN SUGGESTIONS MADE TO TCHR

9. UTILIZATION-DISSEMINATION FUNCTION (CONTD)	WI	S	D	P	T	R	M	L	
.11 (PM) CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN HOW HE CAN HELP TEACHER
.12 (PM) CONFERS WITH PRINCIPAL	5	4	4	4	1	5	1	5	(UD) TO IDENTIFY PROJECT PROBLEMS
.13 (UD) INSTRUCTS PRINCIPAL	5	4	4	4	1	5	1	5	(UD) TO EXPLAIN USE OF PROJECT MATERIAL
.14 (PM) OBSERVES TCHR BEHAVIOR	5	1	4	1	1	5	1	5	(ES) TO NOTE IMPROVEMENTS IN TCHR BEHAV
.15 (ES) COMPARES OLD FORM/NEW RESPS	5	1	4	1	1	5	1	5	(ES) TO IDENTIFY IMPROVED STUD RESPS
.16 (ES) COMPARES OLD FORM/NEW RESPS	5	1	4	1	1	5	1	5	(ES) TO IDENTIFY IMPROVED TCHR BEHAV
.17 (PM) DISCUSSES WITH TEACHER	5	2	4	4	1	5	1	5	(PM) TO PRAISE IMPROVED PERFORMANCE
.18 (PM) DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	5	(UD) TO MAKE FURTHER SUGGESTIONS
9.10 TO ADVISE PRODUCT PLANNERS ON EDUCATION MARKET									
.01 (OM) COMPILES SUGGESTIONS OF EDUCATORS	5	1	4	2	1	5	4	5	(RT) TO SUGGEST NEW PRODUCTS
.02 (ES) EVALUATES NEW PRODUCT SPECS	5	1	4	2	1	5	4	4	(RT) TO ALIGN W. EDUC. EXPECTATIONS
.03 (ES) EVALUATES CHANGES IN PRODUCTS	5	1	4	2	1	5	4	4	(RT) TO DETERMINE EFFECT ON ED. APPLIC.
.04 (PM) DISCUSSES WITH PRODUCT PLANNERS	5	4	4	4	1	5	4	4	(UD) TO INFORM OF EDUCATIONAL NEEDS
9.11 TO FACILITATE FULLEST USE OF COMPANY PRODUCTS									
.01 (UD) IDENTIFIES COMPANY PRODUCTS									(UD) TO INFORM EDUCATORS
.02 (UD) RESOLVES USAGE PROBLEMS	6	4	6	4	3	5	4	4	(UD) TO ASSIST EDUCATORS
.03 (UD) CONDUCTS WORKSHOPS ON PRODUCTS	6	4	5	4	3	5	4	5	(UD) TO ASSIST EDUCATORS
.04 (D) IDENTIFIES NEED	6	1	5	2	1	5	1	5	(P) TO PRODUCE PAMPHLET ON PRODUCT
.05 (P) WRITES PAMPHLET	6	1	5	1	1	5	1	5	(UD) TO DESCRIBE APPLICATION OF PRODUCT
.06 (PM) DISCUSSES WITH SALESMEN									(UD) TO INFORM ON COMPANY PRODUCTS
9.12 TO ASSIST CONTENT SPECIALIST IN DEVELOPING MATERIALS									
.01 (PM) DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	5	(D) TO DEFINE TRAINING PROBLEM
.02 (D) POSES ALTERNATIVE RESPONSES	5	4	4	4	1	5	1	5	(D) TO DEFINE TRAINING PROBLEM
.03 (D) EVALUATES COURSE OUTLINE	5	1	5	1	1	5	1	5	(D) TO IDENTIFY COHERENT SEGMENTS
.04 (PM) DISCUSSES WITH CONTENT SPECIALIST	5	2	4	4	1	5	1	4	(D) TO DEVELOP ASSOCIATED TASK LIST
.05 (PM) GIVES INSTRUCTIONS TO CONTENT SPEC									(D) TO DESCRIBE USE OF LEARNING MODES
.06 (D) DRAFTS LESSON PLAN	5	1	4	1	1	5	1	5	(D) TO MEET TRAINING PROBLEM
.07 (PM) DISCUSSES WITH CONTENT SPECIALISTS	5	4	4	4	1	5	1	5	(D) TO ASSIST IN TV PROGRAM DESIGN
.08 (P) WRITES INSTRUCTIONS	5	1	4	1	1	5	1	5	(P) TO EXPLAIN USE OF ALGORITHMS
.09 (ES) EVALUATES DRAFT PROGRAMS	5	1	4	1	1	5	1	4	(ES) TO ASSESS METHODOLOGY USED
9.13 TO TEACH EQUIPMENT OPERATION TO TEACHERS									
.01 (OM) SELECTS MEETING TIME AND PLACE									(OM) TO HOLD DEMONSTRATION
.02 (OM) WRITES NOTICE									(UD) TO PUBLICIZE DEMONSTRATION
.03 (UD) DEMOS SUPER 8 PROJ OPERATION									(UD) TO INSTRUCT IN USE
.04 (UD) EXPLAINS SUPER 8 PROJECTOR									(UD) TO DEMONSTRATE SUPER 8 OPERATION
.05 (UD) DEMOS MOVIE PROJECTOR OPERATION									(UD) TO INSTRUCT IN USE
.06 (UD) OPERATES SLIDE PROJECTOR									(UD) TO DEMONSTRATE OPERATION
.07 (UD) DEMOS TAPE RECORDER OPERATION									(UD) TO INSTRUCT IN USE

9. UTILIZATION-DISSEMINATION FUNCTION (CONTD)

		WI	S	D	P	T	R	M	L	
.08 (UD)	DEMOS DRYMOUNT PROCESS OPERATION									(UD) TO INSTRUCT IN USE
.09 (UD)	DEMOS SLIDE PROJECTOR OPERATION									(UD) TO INSTRUCT IN USE
.10 (UD)	DEMOS OVERHEAD PROJECTOR OPERATION									(UD) TO INSTRUCT IN USE
.11 (UD)	DEMOS 8 MM MOVIE PROJECTOR OPERATION									(UD) TO INSTRUCT IN USE
.12 (UD)	WRITES INSTRUCTION SHEET									(UD) TO DESCRIBE EQUIPMENT OPERATION
.13 (UD)	DEMOS VIDEOTAPE RECORDER OPERATION									(UD) TO INSTRUCT IN USE
.14 (UD)	DEMOS FILM STRIP PROJECTOR OPERATION									(UD) TO INSTRUCT IN USE

9.14 TO TEACH BASIC AV COURSE

		WI	S	D	P	T	R	M	L	
.01 (UD)	SHOWS POPHAM FILMSTRIP	6	4	4	4	1	4	1	4	(UD) TO TEACH BEHAVIORAL OBJECTIVES
.02 (UD)	DESCRIBES MAGER'S APPROACH	5	4	5	4	1	5	1	4	(UD) TO TEACH BEHAVIORAL OBJECTIVES
.03 (UD)	CONDUCTS SIMULATED TASK ANALYSIS	6	4	4	4	1	5	1	5	(UD) TO PROVIDE ACTIVE LEARNING
.04 (UD)	ENCOURAGES WRITING OF OBJECTIVES	5	4	4	4	1	5	1	5	(UD) TO TEACH THRU ACTIVE LEARNING
.05 (UD)	ENCOURAGES WRITING OF TESTS	5	4	4	4	1	5	1	5	(UD) TO TEACH THRU ACTIVE LEARNING
.06 (UD)	DESCRIBES MEDIA REQUIREMENTS	6	4	4	4	1	5	1	5	(UD) TO TEACH USE OF MEDIA IN INSTRUCTION
.07 (UD)	DESCRIBES GROUP SIZE CONTINGENCIES	6	4	4	4	1	5	1	5	(UD) TO TEACH USE OF MEDIA IN INSTRUCTION
.08 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(U) TO ASSIST IN TEACHING W MEDIA
.09 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(UD) TO ASSIST IN MULTI-MEDIA PRESENS
.10 (UD)	OPERATES EQUIPMENT									(UD) TO DEMONSTRATE EQUIPMENT OPERATION
.11 (U)	TEACHES OVER CCTV	5	4	4	4	1	5	1	5	(UD) TO INSTRUCT IN MEDIA PRODUCTION
.12 (U)	TEACHES OVER CCTV	5	4	4	4	1	5	1	5	(UD) TO INSTRUCT IN GRAPHICS TECHNIQUE
.13 (P)	OPERATES TV CAMERA									(P) TO RECORD SESSION FOR ITV
.14 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(UD) TO INFORM ON GRAPHICS TECHNIQUES
.15 (P)	OPERATES INSTAMATIC MOVIE CAMERA									(UD) TO DEMONSTRATE TO STUDENTS
.16 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(UD) TO ASSIST IN MAKING MOVIE
.17 (U)	ADMINISTERS PRE AND POST TESTS	5	4	4	4	1	5	1	5	(UD) TO TEACH THRU REINFORCEMENT
.18 (U)	ADMINISTERS MEDIA SKILLS TEST									(U) TO EVALUATE STUDENT PERFORMANCE
.19 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(PM) TO BETTER MASTER TEACHER RELATIONS
.20 (U)	ADVISES STUDENTS	5	4	4	4	1	4	1	4	(UD) TO INFORM ON COURSES TO TAKE
.21 (UD)	GIVES MULTI MEDIA PRESENTATION	5	5	4	4	2	5	1	4	(UD) TO DEMONSTRATE USE OF MEDIA
.22 (SS)	OPERATES MOVIE PROJECTOR									(UD) TO SHOW EXEMPLARY MOVIES
.23 (PM)	DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4	(UD) TO CLARIFY MEDIA PRINCIPLES

9.15 TO TEACH PHOTOGRAPHY COURSE

		WI	S	D	P	T	R	M	L	
.01 (D)	WRITES LESSON PLANS									(D) TO ORGANISE COURSE CONTENT
.02 (D)	WRITES STATEMENT OF PROCESS									(D) TO DESCRIBE HOW TO DO PHOTOGRAPHY
.03 (P)	OPERATES COPY CAMERA									(P) TO MAKE SLIDES OF EQUIPMENT
.04 (D)	WRITES OBJECTIVES									(D) TO PRODUCE MEDIATED PRESENTATION
.05 (D)	SELECTS SLIDES	5	1	4	1	1	5	1	3	(D) TO ARRANGE IN LOGICAL SEQUENCE
.06 (P)	OPERATES TAPE RECORDER									(P) TO PRODUCE TAPE FOR PRESENTATION
.07 (P)	OPERATES SIMPLE CAMERA									(UD) TO DEMONSTRATE CAMERA OPERATION
.08 (P)	DEVELOPS FILM									(UD) TO DEMONSTRATE FILM DEVELOPMENT

9. UTILIZATION-DISSEMINATION FUNCTION (CONTD)	WI	S	O	P	T	R	M	L	
.09 (P) DEVELOPS CONTACT PRINTS									(UD) TO DEMONSTRATE DEVELOPMENT
.10 (P) EXPOSES CONTACT PRINTS IN FRAME									(UD) TO DEMONSTRATE EXPOSURE
.11 (SS) OPERATES SLIDE PROJECTOR									(UD) TO SHOW EXEMPLARY SLIDES
.12 (PM) DISCUSSES WITH STUDENTS									(UD) TO CLARIFY ELEMENTS OF COMPOSITION
.13 (PM) DISCUSSES WITH STUDENTS									(UD) TO CLARIFY LENSES/SETTING DECISIONS
.14 (PM) SUPERVISES USE OF INSTAMATIC									(UD) TO PROVIDE EXPERIENCE IN PHOTOGRAPHY
.15 (PM) DISCUSSES INSTAMATIC PICTURES									(UD) TO CLARIFY COMPOSITION/SETTING
9.16 TO TEACH INTERACTION ANALYSIS									
.01 (P) OPERATES AUDIO TAPE RECORDER									(P) TO TAPE CLASSROOM DIALOGS
.02 (RT) CODES CLASSROOM DIALOGS	6	1	4	1	1	5	1	4	(UD) TO PROVIDE MODELS FOR INSTRUCTION
.03 (P) OPERATES THERMOFAX MACHINE									(P) TO PROVIDE TRANSPS OF MATRICES
.04 (UD) DESCRIBES PROCESS OF CODING	5	4	4	4	1	4	1	4	(UD) TO TEACH HOW TO CODE
.05 (SS) OPERATES OVERHEAD PROJECTOR									(UD) TO SHOW MATRICES AND CODING
.06 (SS) OPERATES AUDIO TAPE RECORDER									(UD) TO PLAYBACK CLASSROOM DIALOGS
.07 (PM) DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4	(UD) TO CLARIFY CODING DISAGREEMENTS
.08 (UD) ROLE PLAYS TEACHER IN CLASS	5	4	4	4	1	5	1	4	(UD) TO DEMONSTRATE TEACHER BEHAVIOR
9.17 TO TEACH MICROTEACHING									
.01 (PM) DISCUSSES WITH STUDENTS	5	4	4	4	1	5	1	4	(UD) TO CLARIFY ISSUES
.02 (PM) DISCUSSES MICRO-TEACHING PRINCIPLES	5	4	4	4	1	5	1	4	(UD) TO PREPARE TEACHER FOR TAPING
.03 (UD) OBSERVES TEACHING EPISODE	5	1	5	1	1	5	1	4	(UD) TO IDENTIFY TEACHER BEHAVIOR
.04 (RT) CODES TEACHING BEHAVIOR	5	1	5	1	1	5	1	4	(UD) TO PROVIDE MODEL OF BEHAVIOR
.05 (ES) CRITIQUES VIDEOTAPE WITH TEACHER	5	4	4	4	1	5	1	4	(UD) TO POINT OUT TEACHING BEHAVIOR
.06 (PM) DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	4	(UD) TO SUGGEST BEHAVIOR IMPROVEMENTS
.07 (UD) OBSERVES TEACHER RETEACHING	5	1	5	1	1	5	1	4	(UD) TO IDENTIFY CHANGES IN BEHAVIOR
.08 (RT) CODES TEACHING BEHAVIOR	5	1	5	1	1	5	1	4	(UD) TO PROVIDE MODEL OF NEW BEHAVIOR
.09 (PM) DISCUSSES WITH TEACHER	5	4	4	4	1	5	1	4	(UD) TO IDENTIFY BEHAVIOR CHANGES
.10 (P) DIRECTS PRODUCTION OF VIDEOTAPE	5	4	4	4	1	5	1	4	(UD) TO PROVIDE MODEL FOR CRITIQUE
.11 (UD) DESCRIBES MICROTEACHING	5	4	4	4	1	5	1	4	(UD) TO INFORM STUDENT TEACHERS
.12 (SS) OPERATES VIDEOTAPE RECORDER									(UD) TO SHOW TEACH/RETEACH TO STUDENTS
.13 (PM) TALKS TO MICRO-CLASS	5	4	4	4	1	5	1	4	(UD) TO PREPARE FOR MICRO-LESSON

5. Sample Unit of Curriculum

In order to illustrate how curriculum units can be developed from the curriculum guidelines, one sample unit has been developed. This will be followed by a general model for curriculum development which will describe the steps which must be followed in order to develop curriculum units from the guidelines. If any of the steps in the sample curriculum are unclear to you, please refer to the corresponding section in the general model (p. 423) which will explain the step.

The sample unit is based on a cluster of tasks at the Middle Level, taken from the DIT Evaluation-Selection function.The subheading for the cluster of Outcomes is "Editing of Instructional System Components." Instructional System Components (or ISCs), are the resources - the men, materials, devices, procedures and ideas - which are applied to solve instructional problems (see Section II D 3, Tables and Definitions, DIT description). A copy of the actual task statements listed under the subheading "Editing of ISCs" is provided in figure II-12.

The sample unit of curriculum is designed to cover the process that must be followed to learn, at the Middle Level, Editing of ISCs. This includes editing of texts, revising visual presentations, editing movies, rewriting CAI programs, and so on. However, in order to make this unit as concrete at possible, one ISC, an audiotape, has been chosen to provide illustrative examples of the content in each of the steps of the unit. It must be emphasized that this was done simply to clarify the process which applies to all editing of all ISCs at the Middle Level.

The basic steps in the sample unit are as follows:

1. Identify level of learner (Entry, Middle, or Advanced).
2. Select appropriate procedures for training (Entry, Middle, or Advanced).
3. Select group of tasks from data bank.
4. Develop unit objective.
5. Develop behavioral objectives.
6. Assign training type to behavioral objectives.
7. Write sub-objectives for each behavioral objective.
8. Identify learning conditions for sub-objectives.
9. Identify instructional medium/events.

Following these steps will lead curriculum developer to the type of curriculum on the following pages. Curriculum development in this fashion is a long and tedious process and the developer is cautioned against a tendency to "short-cut" on the basis that "anyone can teach this because it's so simple." The reader may want to refer to this model as he reads through the sample curriculum unit. The place in this book where data can be found for each step is listed on page 438. You may wish to refer to Figure II-17 as you read through the sample curriculum unit.

6. EVALUATION-SELECTION OUTCOMES

6.01 EDITING OF INSTRUCTIONAL SYSTEM COMPONENTS

		WI	S	D	P	T	R	M	L
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO HAVE LRNG ACTIV REVISED/ELIMINATE	SENDS NEG EVALS TO MATER EVALUATOR								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH WRITER	4	2	4	4	1	4	1	4
TO HAVE PROTOTYPE REVISED	CALLS PRODUCTION DEPARTMENT	4	2	3	2	1	4	1	5
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH CLIENT	4	2	4	4	1	4	1	4
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH DIRECTOR	4	2	4	4	1	4	1	4
TO SUGGEST IMPROVEMENTS	ADVISES FILM EDITOR	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO CHECK SYMMETRY OF DESIGN	USES RULER								
TO CHECK DUPLICATED TAPE	OPERATES AUDIOTAPE RECORDER								
TO IMPROVE PRESENTATION	CHANGES PACING	3	1	4	1	1	4	1	3
TO IMPROVE PRESENTATION	REVISES VISUALS	4	1	4	1	1	4	1	3
TO IMPROVE QUALITY	REVISES PRESENTATION	4	1	4	1	2	4	1	4
TO IMPROVE QUALITY	REVISES SCRATCH TAPE	4	1	3	1	2	4	1	4
TO EDIT AUDIOTAPE	OPERATES SPLICER AND TAPE DECK	4	3	2	1	2	2	1	2
TO ELIMINATE ERRORS	REWRITES PROGRAM	5	1	5	1	1	5	4	4
TO IMPROVE QUALITY	REVISES INSTRUCTIONAL MATERIALS	5	1	4	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO TEST FINISHED TRANSPARENCY	OPERATES OVERHEAD PROJECTOR								
TO EDIT PORTIONS OF FILM	USES SCISSORS								
TO ENSURE CORRECT GRAMMAR	READS SCRIPT								
TO IMPROVE PRESENTATION	SELECTS MORE APPROP. VISUALS	3	1	4	1	1	4	1	3
TO IMPROVE QUALITY	EDITS SCRIPT	4	1	4	1	1	4	1	4
TO REDUCE LENGTH	EDITS PORTIONS OF SCRIPT	4	1	3	1	1	4	1	4
TO MAKE EDITING DECISIONS	OBSERVES RAW FOOTAGE	4	1	4	1	1	4	1	4
TO IMPROVE PRODUCTION QUALITY	REMOVES POOR QUALITY SLIDES	4	1	4	1	1	4	1	2
TO SUGGEST IMPROVEMENTS	EVALUATES NARRATORS READING	4	4	4	4	1	4	1	5
TO REMOVE POOR QUALITY	EVALUATES MATERIALS PRODUCED	4	1	4	1	1	4	1	2
TO EDIT CONTENT/SEQUENCE/AMBIGUITY	READS FINAL SCRIPT	5	1	4	1	1	5	1	5
TO SUGGEST IMPROVEMENTS/EVALUATE	EXAMINES PROTOTYPE MATERIALS	5	1	4	1	1	4	1	4

Figure II-12 Task Statements for Sample Curriculum Unit

SAMPLE UNIT OF CURRICULUM

NOTE: This sample unit for Middle Level consists of a unit objective, which is then broken down into nine behavioral objectives, labelled A through I. Each behavioral objective is further broken down into subobjectives, learner entry behaviors, and learning conditions and instructional medium/events.

The procedure for developing unit objectives, with behavioral objectives subobjectives, learner entry behaviors, and learning conditions and instructional medium events is given in the next part (part 6) of this section (section II C) on pages.

I UNIT OBJECTIVE

Given an audiotape, the learner will select and follow procedures to edit it, according to selected standard production criteria.

BEHAVIORAL OBJECTIVE A.

Given a production standard, and several ISCs, some of which meet the standard and some of which do not, the learner will demonstrate understanding of the standard by correctly identifying which ISCs meet the standard for 90% of the ISCs. [DIT Training][1]

A 1.0 SUBOBJECTIVES

A1.1 Given a written production standard, the learner will read 100% of the words. [VERBAL ASSOCIATION][2]

A1.2 Given an ISC which meets the standard and one which does not, and the information that one meets the standard and one does not, the learner will list the reasons why each ISC does or does not meet the standard, correct for 100% of the examples. [MULTIPLE DISCRIMINATION]

A1.3 Given an ISC which meets the standard and one which does not, the learner will identify which does and which does not meet the standard, correct for 90% of the ISCs. [CONCEPT]

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[1] Training type taken from Procedures for Training see Section II, part C-6, General Model for Curriculum Development, next portion of this report.

[2] Types of learning taken from Gagne, see Section II, part C-6, General Model for Curriculum Development, next portion of this report.

A 2.0 LEARNER ENTRY BEHAVIOR

A 2.1 Reading ability at Level 2 of Functional Job Analysis Language Scale (i.e. short sentences, concrete vocabulary, simple words).

A 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

A 3.1 [VERBAL ASSOCIATION]

Contiguity Repetition Reinforcement Prompting and Vanishing	Programmed text on vocabulary and sentences of production standards, e.g., the production standard could be taken from the list of audio standards and could read: "sound quality must be pure and without bleeps".

A 3.2 [MULTIPLE DISCRIMINATION]

Contiguity Repetition Reinforcement Employ Distinctive Feature Vary Order of Presentation	Present an ISC which meets the production standard, and one which does not. Give information on which of the ISCs meets the standard and which does not. Ask learner to list reason why each of the ISCs does or does not meet standard, e.g., Present one audiotape (a) with bleeps and one (b) without bleeps. Tell learner that audiotape (b) meets the standard and (a) does not. Ask learner to list the reason(s) why each audiotape does/does not meet the 'standard' - a correct answer is that "sound quality must be pure and without bleeps".

A 3.3 [CONCEPT]

Contiguity Reinforcement Response not stimulus bound Variety of examples Response generalization	Recall examples of ISCs which did and did not meet the production standards. Present new examples. Ask learner to identify which meet the standards and which do not. Give feedback on correctness of response, e.g., Recall the audiotape (a) with bleeps and one (b) without bleeps. Play excerpt from film sound track with bleeps and one without bleeps - ask learner to identify which sound track meets the standard.

BEHAVIORAL OBJECTIVE B.

Given an audiotape, the learner will select the appropriate production standard(s) for assessing the production quality of the audiotape. [WI Training]

B 1.0 SUBOBJECTIVES

B1.1 Given an audiotape, the learner will correctly identify it as an audiotape (i.e., will identify the class of ISC to which it belongs) correct for 100% of the cases. [CONCEPT]

B1.2 Given a production standard, the learner will correctly identify the class(es) of ISC for which the standard could be appropriate (e.g., audio standards apply to audiotapes, sound portion of film or audiotape etc.) in 100% of the cases. [CONCEPT]

B1.3 Given an audiotape, the student will correctly select the appropriate production standards for assessing the audiotape in 100% of the cases [CONCEPT]

B 2.0 LEARNER ENTRY BEHAVIOR

B2.1 Ability to meet SUBOBJECTIVE B1.1, Identifying classes of ISCs. This skill would be taught in a module at the Entry Level.

B2.2 Ability to meet BEHAVIORAL OBJECTIVE A (learner must first know what the standards are before he can select the most appropriate).

B 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

B3.1 [covered in B2.1 as behavior taught at Entry Level]

B3.2 [CONCEPT]

Contiguity Reinforcement Response not stimulus bound Variety of examples Response generalization	Present individual ISCs for which a particular standard is appropriate and for which it is not appropriate. Ask the student to indicate whether it is or is not appropriate and provide feedback on correctness of response. Ask the student to verbalize the difference between classes for which the standard is appropriate and those for which it is not. Present new class of ISC to test concept acquisition, e.g., Present the audio production standard:

"Narration should be intelligible when played at volume loud enough to be heard over projector noise." Show a sound film and an audiotape with narration (i.e., appropriate examples). Show a silent slide presentation and a film with music only (i.e., inappropriate examples).
For each example, ask the learner to indicate whether or not the standard can appropriately be applied.
Recall individual responses.
Ask the learner to verbalize the difference between classes for which this standard is and is not appropriate (i.e., it is appropriate only when a narrator is present).
Present a videotape with narration and a filmograph with only music and sound effects to test concept acquisition.

B3.3 [CONCEPT]

Contiguity	Present an audiotape.
Reinforcement	Recall step 3.2
Response not stimulus bound	Ask learner to define the class of ISC to which audiotape belongs.
Variety of examples	Ask learner to define which standards
Response generalization	apply (i.e. audio production standards)

BEHAVIORAL OBJECTIVE C

Given a procedure for comparing production standard and an audiotape (an assessing procedure) and several examples, some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by correctly identifying which examples follow the procedure for 100% of the examples. [DIT Training]

C 1.0 SUBOBJECTIVES

C1.1 Given an assessing procedure, the learner will read 100% of the words. [VERBAL ASSOCIATION]

C1.2 Given an example which follows the assessing procedure and one which does not and the information that it either does or does not follow the procedure, the learner will list the reasons why the examples do or do not follow the procedure, correct for 100% of the examples. [MULTIPLE DISCRIMINATION]

C1.3 Given an example which either follows the procedure or not, the learner will identify whether it does or does not follow the procedure, correct for 90% of the examples. [CONCEPT]

C 2.0 LEARNER ENTRY BEHAVIOR

C2.1 The ability to meet BEHAVIORAL OBJECTIVE B.

C 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

C3.1 [VERBAL ASSOCIATION]

Contiguity Repetition Reinforcement Prompting and Vanishing	Programmed text on vocabulary and sentences of assessing procedures. Such procedures can include listening to a tape, looking at a visual, discussing with the author, etc.

C3.2 [MULTIPLE DISCRIMINATION]

Contiguity Repetition Reinforcement Employ Distinctive Feature Vary Order of Presentation	Present examples which do and do not follow assessing procedures. Give information on which do follow procedures and which do not. Ask learner to list reason why examples do or do not follow procedures. Give feedback on correctness of response, e.g., one assessing procedure is: "listening twice straight through, each time checking each standard". Present an example which would follow correctly each step of the standard. Then show an example which does not follow each step, e.g. show someone listening twice to the tape, and forgetting to check each standard. Tell the learner that the first example followed the procedure and the second did not and ask him to list the reasons why. Give feedback on correctness of response.

C3.3 [CONCEPT]

Contiguity Reinforcement Response is not stimulus bound Variety of examples Response generalization	Recall examples from 3.2 Present new examples. Ask learner to identify whether they do or do not follow the procedures. Give feedback on correctness of response, e.g., Recall both examples of the procedure, "Listening twice straight through, each time checking each standard". Show some new examples, e.g.,

"Listening to audiotape, in conjunction with the narrator or producer, stopping the tape and discussing each problem as it arises" - show this example with all of the steps followed and again with some omitted, e.g., listening straight through instead of stopping the tape.
Ask learner to identify which examples follow the procedures and which do not.
Give feedback.

BEHAVIORAL OBJECTIVE D

Given an audiotape and production standards, the learner will select the appropriate assessing procedures, correct for 100% of the cases. [WI Training]

D 1.0 SUBOBJECTIVES

D1.1 Given an assessing procedure, the learner will identify the class(es) of ISC for which the procedure could be appropriate (e.g. listening to audio, viewing visuals), correct for 100% of the cases. [CONCEPT]

D1.2 Given an audiotape, the student will correctly select the appropriate assessing procedure, correct for 100% of the cases. [CONCEPT]

D 2.0 LEARNER ENTRY BEHAVIOR

D2.1 Ability to meet BEHAVIORAL OBJECTIVE C.

D 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

D3.1 [CONCEPT]

Contiguity
Reinforcement
Response not stimulus bound
Variety of examples
Response generalization

Present individual ISCs for which a particular procedure is appropriate and for which it is not appropriate.
Ask the student to indicate whether it is or is not appropriate and provide feedback on correctness of response.
Ask the student to verbalize the difference between classes for which the standard is appropriate and those for which it is not.

Present new class of ISC to test
concept acquisition,
e.g., present the assessing procedure:
"Viewing for 10 seconds and checking
each standard."
Show slide presentation and an overhead
transparency (i.e. appropriate examples).
Show a motion picture and an audiotape
(i.e. inappropriate examples).
For each example, ask the learner to
indicate whether or not the procedure
can appropriately be used.
Recall individual responses.
Ask the learner to verbalize the
difference between classes for which the
procedure is appropriate and not.
(i.e., "viewing for 10 seconds is
appropriate only when dealing with
still visuals).
Present a poster and a filmograph to
test concept acquistion.

D3.2 [CONCEPT]

Contiguity Reinforcement Response not stimulus bound Variety of examples Response Generalization	Present an audiotape, Recall step 3.1. Ask learner to define the class of ISC to which audiotape belongs. Ask learner to define which procedures apply.

BEHAVIORAL OBJECTIVE E

Given an audiotape, production standards and assessment procedures, the learner will, by following the procedure, identify 90% of the discrepancies between the audiotape and the standards [FS and DIT Training]

E 1.0 SUBOBJECTIVES

E1.1 Given a procedure, which involves examining and evaluating data about the audiotape, the learner will examine and evaluate data about the audiotape with reference to the production standards to determine discrepancies, their importance and to decide whether or not something should be done to eliminate them. [PRINCIPLE USING]

E1.2 Given a procedure which involves exchanging information about the audiotape , the learner will talk to and converse with people to convey information about the audiotape and standards or to clarify and work out details of the editing assignment, with the framework of well-established procedures. [PRINCIPLE USING]

E1.3 Given a procedure which involves operating equipment, the learner will set up, adjust and monitor devices to play back the audiotape. [MOTOR CHAINS]

E1.4 Given a procedure, an audiotape and audio standards, the learner will by following the procedure identify 90% of the discrepancies between the audiotape and the standards. [PRINCIPLE USING]

E 2.0 LEARNER ENTRY BEHAVIOR

E2.1 Ability to meet BEHAVIORAL OBJECTIVES A-D

E2.2 Ability to perform at the following levels of Functional Data Level 3; People Level 1: Things Level 1.

E 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

E3.1 [PRINCIPLE USING]

Contiguity Reinforcement Response-generalization Teach by verbal statements Present model of performance Stimulate relevant recall	Recall the production standards. Verbally describe the procedure for examining and evaluating data. Demonstrate the procedure. Provide experience in performing the procedure. Provide a variety of standards and ISCs for testing of response, e.g., Recall the audio standards. Verbally describe the procedure for examining and evaluating data. Use an audio standard as an example, e.g., "listen to the tape and analyze any errors in tone". Demonstrate the procedure. Provide experience in performing the procedure. Provide a variety of standards and ISCs for testing of response.

E3.2 [PRINCIPLE USING]

Contiguity Reinforcement Response-generalization Teach by verbal statements Present model of performance	Recall the appropriate production standards (i.e., audio standards). Verbally describe the procedure for doing the subobjective (i.e., discuss errors in the tape with someone). Demonstrate the procedure. Provide experience in performing the procedure.

	Provide a variety of stimuli for testing of response (different personalities, some aggressive, some timid).
E3.3 [MOTOR CHAINS]	
Contiguity Repetition Reinforcement Vanishing and prompting Proper fixed sequence.	Programmed sequences involving motor experience with operating equipment to play back audiotapes.
E3.4 [PRINCIPLE USING]	
Contiguity Reinforcement Response generalization Teach by verbal statements Present model of performance Stimulate relevant recall	Recall the audio standards. Verbally describe the procedure, e.g., "operate the tape recorder, listen to the tape, and discuss any errors with the narrator". Recall 3.1, 3.2 and 3.3. Demonstrate the procedure. Provide experience in performing the procedure. Provide a variety of stimuli for testing of response.

BEHAVIORAL OBJECTIVE F

Given an editing procedure and an ISC, and examples, some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by identifying which examples follow the procedure, correct for 100% of the examples. [DIT Training]

F 1.0 SUBOBJECTIVES

F1.1 Given an editing procedure, the learner will read 100% of the words. [VERBAL ASSOCIATION]

F1.2 Given two examples of the editing procedure, one of which correctly follows the procedure and one of which does not, and the information on which follows the procedure and which does not, the learner will list the reasons why the examples do or do not follow the procedure, correct for 100% of the examples. [MULTIPLE DISCRIMINATION]

F1.3 Given an example, the learner will identify whether it does or does not follow the procedure, correct for 90% of the examples. [CONCEPT]

F 2.0 LEARNER ENTRY BEHAVIOR

F2.1 The ability to meet BEHAVIORAL OBJECTIVE E.

F 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

F3.1 [VERBAL ASSOCIATION]

Contiguity Repetition Reinforcement Prompting and Vanishing	Programmed text on vocabulary and sentences of editing procedures. Such procedures can include rewriting a script, splicing a tape, selecting better visuals.

F3.2 [MULTIPLE DISCRIMINATION]

Contiguity Repetition Reinforcement Employ Distinctive Feature Vary Order of Presentation	Present examples of editing procedures, some of which follow procedure and some of which do not. Give information on which example follows the procedure and which does not. Ask learner to list reasons why examples do or do not follow editing procedures. Give feedback on correctness of response.

F3.3 [CONCEPT]

Contiguity Reinforcement Response is not stimulus bound Variety of examples Response generalization	Recall the examples of the editing procedure from F3.2 Present new examples. Ask learner to identify whether they do or do not follow the procedures. Give feedback on correctness of response.

BEHAVIORAL OBJECTIVE G

Given an audiotape and a list of errors in the tape, the learner will select the appropriate procedure for editing the tape, correct for 100% of the cases. [WI Training]

G 1.0 SUBOBJECTIVES

G1.1 Given an editing procedure, the learner will correctly identify the class(es) of ISC for which the procedure could be appropriate (e.g., rewriting a script, selecting better visuals) in 100% of the cases. [CONCEPT]

G1.2 Given an audiotape, the student will correctly select the appropriate editing procedure(s) in 100% of the cases. [CONCEPT]

G 2.0 LEARNER ENTRY BEHAVIOR

G2.1 Ability to meet BEHAVIOR OBJECTIVE F.

G 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

G3.1 [CONCEPT]

Contiguity Reinforcement Response not stimulus bound Variety of examples Response generalization	Present an individual ISC for which a particular editing procedure is appropriate and one for which it is not appropriate. Ask the learner to indicate whether it is or is not appropriate and provide feedback on correctness of response. Ask the student to verbalize the difference between classes for which the editing procedure is appropriate and those for which it is not. Present new class of ISC to test concept acquisition, e.g., present editing procedure: "Cut out portion containing error, splice ISC together again". Show a motion picture film and an audiotape (i.e., appropriate examples). Show a color slide and a record (i.e., inappropriate examples). For each example, ask the learner to indicate whether or not the procedure can appropriately be applied. Recall individual responses. Ask the learner to verbalize the difference between classes for which this standard is and is not appropriate (i.e., it is appropriate only when the ISC is linear and can be cut.) Present an 8mm. film and a cassette tape to test concept acquisition.

G3.2 [CONCEPT]

Contiguity Reinforcement Response not stimulus bound Variety of examples Response generalization	Present an audiotape. Recall step 3.1 Ask learner to define the class of ISC to which the audiotape belongs. Ask learner to define which procedures apply.

BEHAVIORAL OBJECTIVE H

Given an audiotape, production standards and editing procedures, the learner will, by following the procedure, eliminate 100% of the discrepancies between the audiotape and the standards. [FS and DIT training]

H 1.0 SUBOBJECTIVES

H1.1 Given an editing procedure which involves examining and evaluating data about the audiotape, the learner will examine and evaluate data about the audiotape with reference to the production standards to eliminate the discrepancies. [PRINCIPLE USING]

H1.2 Given an editing procedure which involves operating equipment; the learner will set up, adjust and monitor devices to edit the audiotape. [MOTOR CHAINS]

H1.3 Given a procedure, an audiotape and a list of errors in the tape, the learner will by following the procedure eliminate 100% of the errors. [PRINCIPLE USING]

H 2.0 LEARNER ENTRY BEHAVIOR

H2.1 Ability to perform at the following levels of Functional Skills: Data Level 4; Things Level 1.

H2.2 For production activities, i.e., those editing procedures which involve replacing and producing new portions of the ISC, curriculum modules in production are required. For evaluation activities, i.e., those editing procedures which are concerned only with eliminating errors, removing visuals, etc., only ability to meet BEHAVIORAL OBJECTIVES A-E is required.

H 3.0 LEARNING CONDITIONS AND INSTRUCTIONAL MEDIUM/EVENTS

H3.1 [PRINCIPLE USING]

Contiguity
Reinforcement
Response-generalization
Teach by verbal statements
Present model of performance
Stimulate relevant recall.

The appropriate production standards (i.e., audio). (From Behavioral Objective E3.1).
Verbally describe the editing procedure.
Demonstrate the procedure.
Provide experience in performing the procedure.
Provide a variety of stimuli for testing of response.

H3.2 [MOTOR CHAINS]

Contiguity Repetition Reinforcement Vanishing and prompting Proper fixed sequence	Programmed sequence involving motor experience with operating equipment to edit audiotapes.

H3.3 [PRINCIPLE USING]

Contiguity Reinforcement Response generalization Teach by verbal statements Present model of performance Stimulate relevant recall	Recall the audio standards. Verbally describe the procedure, e.g., "Cut out portion containing bleep, use splicer to splice tape together." Demonstrate the procedure. Provide experience in performing the procedures. Provide a variety of stimuli for testing of response.

BEHAVIORAL OBJECTIVE I

Given an ISC he has just edited, the learner will recycle through BEHAVIORAL OBJECTIVES D-H as many times as necessary to eliminate 100% of the discrepancies between the ISC and production standards. [PRINCIPLE USING]

I 1.0 SUBOBJECTIVES

[As in BEHAVIORAL OBJECTIVES D-H.]

I 2.0 LEARNER ENTRY BEHAVIOR

I2.1 Ability to perform BEHAVIORAL OBJECTIVES A-C.

I 3.0 LEARNING CONDITIONS	AND INSTRUCTIONAL MEDIUM/EVENTS
I3.1 [PRINCIPLE USING]	
Contiguity Reinforcement Response generalization Teach by verbal statements Present model of performance Stimulate relevant recall	Verbally describe recycling principle. Demonstrate the procedures involved in recycling. Provide experience in performing the procedures. Provide a variety of stimuli for testing of response.

6. General Model for Curriculum Development

The preceding SAMPLE UNIT OF CURRICULUM was developed from one group of tasks in the Middle Level Curriculum guidelines. At first glance it may seem that the information in the sample unit is far removed from the computer printout which forms the guidelines. This is not, in fact, the case. The sample unit is developed by utilizing a curriculum development model which is based entirely on the information derived from Functional Job Analysis, on the definitions of the Domain of Instructional Technology, and particularly on the concept of three distinct levels of task performance which was derived from the Worker Instruction scale.

The following section will outline the steps of this model and will attempt to trace the process by which the sample unit of curriculum was developed. The model is shown as Figure II-17 on p. 438.

STEP 1 IDENTIFY LEVEL OF LEARNER (1, 2, or 3)

Workers at different levels, as well as performing different tasks, also perceive their job in totally different ways. Therefore, training must be provided which is appropriate to the level of the worker. So the first step in the process of curriculum development is to identify the level of personnel for whom the curriculum is intended, i.e., is the learner Entry, Middle or Advanced Level?

The definitions of the three levels in Section II A, General Introduction p. 38-44, should be a sufficient guide for making this decision. Another useful, though less precise guide, is that formal Entry Level training usually takes place on a short-term workshop basis, or possibly in high school; formal Middle Level training usually takes place in a junior college or technical school; and formal Advanced Level training is usually performed at the high undergraduate or graduate level. Keep in mind, however, this is only a rough rule of thumb.

For the sample curriculum unit, a Middle Level learner was selected since the focus of JIMS has been on two-year college training.

STEP 2 SELECT APPROPRIATE PROCEDURE FOR TRAINING (1, 2 or 3)

Having identified the level of personnel for whom training is being developed, the next step is to select the general procedure for training at that level. This procedure has been derived from the Procedure for Task Performance (Figure II-6) which in turn was based on the scale of Worker Instruction. The training procedure for each of the three levels is outlined in the next figure, II-13. For the sample curriculum, which was taken from the Middle Level Curriculum Guidelines, the appropriate training procedure is listed under Middle Level - Steps 1-5.

Figure II-13 Procedures for Training

(What the learner needs to be able to do or know)

1. ENTRY	2. MIDDLE	3. ADVANCED
Definition Follows specific instructions to perform discrete procedures (Activities) according to set standards/criteria	Definition Selects/uses standards to perform a sequence of procedures to produce an Outcome	Definition Determines Purposes/Outcomes/ standards and procedures to fulfill Purposes
What are the standards/criteria/ requirements (DIT)	1. What are the standards/ criteria/ requirements (DIT)	How to recognize problems (WI)
How to follow instructions (WI)	2. How to synthesize or select the appropriate standards (WI)	How to define problems (FS)
What are the discrete procedures for performing Activities (DIT and FS)	3. What are the procedures for applying the standards to produce an Outcome (DIT)	How to select/devise standards/ parameters for solutions to the problem (DIT)
How to perform the procedures (DIT and FS)	4. How to select or synthesize these procedures (WI)	How to select/devise solutions (WI) (DIT)
	5. How to carry out the procedures (FS and DIT)	What are the procedures for implementing the solutions (DIT)
		How to select/devise procedures for implementing the solutions (WI)
		How to carry out the procedures (FS and DIT)
		How to assign work to others (WI)
		What are the Standards for evaluating outputs (DIT)

STEP 3 SELECT GROUP OF TASKS FROM DATA BANK

Having identified the appropriate general procedure for training the level of personnel involved, the next step is to select a group of tasks from the Curriculum Guidelines as a basis for the curriculum unit. This selection can be made on a number of criteria, familiar to all curriculum developers.

However, one of the unique ways in which this data might be used for selecting units for training is to use the task inventory component of the JIMS package to identify those tasks for which training is particularly needed in specific locations or geographic areas. Since the task inventories and the curriculum guidelines parallel each other, it is relatively easy to use the task inventory to identify tasks for which training is needed, then locate the task grouping in the Curriculum Guidelines and develop curriculum units. Procedures for doing this are outlined in the introduction to the Task Inventory component of this package (see Section II B.)

In the sample unit, the group of tasks selected was the first group under the DIT Evaluation/Selection Function (Figure II-14).

STEP 4 DEVELOP UNIT OBJECTIVE

The unit objective for the curriculum unit is developed by means of a synthesis between the group heading of the tasks selected in Step 4 and the definition of the level of personnel, listed in the Procedure for Training (Figure II-13) identified in Step 2.

All units or clusters of tasks in the Curriculum Guidelines have a heading of one kind or another. At the Advanced Level, the unit heading consists of the purpose statement (e.g., the first on in the Advanced Level guidelines is 1.01 "To set goals/policy of training center"). At the Middle Level, the unit headings consist of the subheading assigned to a cluster of outcomes (e.g., 1.01 "Keeping of purchase records/accounts"). At the Entry Level, the unit heading consists of subheading derived from the FJA functional skill levels (e.g., 1.01 "Comparing"). These headings are related only by virtue of their place as the first cluster of tasks in each of the guidelines.

The unit heading of the selected group of tasks is then examined in relation to the general procedure appropriate for the level of the learner. Thus, in the sample curriculum unit, the unit heading for the selected group of tasks in the printout is:

6.01 "Editing of Instruction System Components".

This heading must now be restated in terms of learner behavior appropriate to the Middle Level. The objective must also be stated in such a way that it conforms with the three criteria defined by

6. EVALUATION-SELECTION OUTCOMES		MI	S	D	P	T	R	M	L
6.01 EDITING OF INSTRUCTIONAL SYSTEM COMPONENTS									
	ORGANIZATION MANAGEMENT ACTIVITIES								
TO HAVE LRNG ACTIV REVISED/ELIMINATE	SENDS NEG EVALS TO MATER EVALUATOR (Hh)								
	PERSONNEL MANAGEMENT ACTIVITIES								
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH WRITER (Ee)	4	2	4	4	1	4	1	4
TO HAVE PROTOTYPE REVISED	CALLS PRODUCTION DEPARTMENT (Hh)	4	2	3	2	1	4	1	5
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH CLIENT (Ee)	4	2	4	4	1	4	1	4
TO DETERMINE REVISIONS NEEDED	DISCUSSES WITH DIRECTOR (Ee)	4	2	4	4	1	4	1	4
TO SUGGEST IMPROVEMENTS	ADVISES FILM EDITOR (h)	5	4	4	4	1	5	1	5
	PRODUCTION ACTIVITIES								
TO CHECK SYMMETRY OF DESIGN	USES RULER (e)								
TO CHECK DUPLICATED TAPE	OPERATES AUDIOTAPE RECORDER (H)								
TO IMPROVE PRESENTATION	CHANGES PACING (Hh)	3	1	4	1	1	4	1	3
TO IMPROVE PRESENTATION	REVISES VISUALS (h)	4	1	4	1	1	4	1	3
TO IMPROVE QUALITY	REVISES PRESENTATION (Hh)	4	1	4	1	2	4	1	4
TO IMPROVE QUALITY	REVISES SCRATCH TAPE (H)	4	1	3	1	2	4	1	4
TO EDIT AUDIOTAPE	OPERATES SPLICER AND TAPE DECK (H)	4	3	2	1	2	2	1	2
TO ELIMINATE ERRORS	REWRITES PROGRAM (h)	5	1	5	1	1	5	4	4
TO IMPROVE QUALITY	REVISES INSTRUCTIONAL MATERIALS (Hh)	5	1	4	1	1	5	1	5
	EVALUATION - SELECTION ACTIVITIES								
TO TEST FINISHED TRANSPARENCY	OPERATES OVERHEAD PROJECTOR (e)								
TO EDIT PORTIONS OF FILM	USES SCISSORS (h)								
TO ENSURE CORRECT GRAMMAR	READS SCRIPT (Ee)								
TO IMPROVE PRESENTATION	SELECTS MORE APPROP. VISUALS (h)	3	1	4	1	1	4	1	3
TO IMPROVE QUALITY	EDITS SCRIPT (Ee)	4	1	4	1	1	4	1	4
TO REDUCE LENGTH	EDITS PORTIONS OF SCRIPT (Hh)	4	1	3	1	1	4	1	4
TO MAKE EDITING DECISIONS	OBSERVES RAW FOOTAGE (e)	4	1	4	1	1	4	1	4
TO IMPROVE PRODUCTION QUALITY	REMOVES POOR QUALITY SLIDES (h)	4	1	4	1	1	4	1	2
TO SUGGEST IMPROVEMENTS	EVALUATES NARRATORS READING (E)	4	4	4	4	1	4	1	5
TO REMOVE POOR QUALITY	EVALUATES MATERIALS PRODUCED (Hh)	4	1	4	1	1	4	1	2
TO EDIT CONTENT/SEQUENCE/AMBIGUITY	READS FINAL SCRIPT (Ee)	5	1	4	1	1	5	1	5
TO SUGGEST IMPROVEMENTS/EVALUATE	EXAMINES PROTOTYPE MATERIALS (Ee)	5	1	4	1	1	4	1	4

Legend

E = behavioral objective E which can apply specifically to audiotapes
H = behavioral objective H which can apply specifically to audiotapes
e = behavioral objective E which can apply to ISCs other than audiotapes
h = behavioral objective H which can apply to ISCs other than audiotapes

Figure II-14 Task Statements for Sample Curriculum Unit

Mager (1962) for writing a "formally correct objective". These are:

(1) Given what, the

(2) Student does what,

(3) How well.

According to our general procedure for training at the Middle Level, the learner needs to be able to:

> "Select/use standards to perform a sequence of procedures to produce an Outcome".

Therefore, when we synthesize the unit heading (Editing of Instructional System Components) with the General Procedure heading (Select/use standards to perform a sequence of procedures to produce an outcome) in such a way as to conform with Mager's three part definition of an objective, the following unit objective can be derived:

> "Given an ISC, the learner will select and follow procedures to edit it, according to selected standard production criteria."

STEP 5 DEVELOP BEHAVIORAL OBJECTIVES

The list of behavioral objectives should identify what a worker needs to be able to do or know to fulfill the unit objective.

The behavioral objectives for the unit are developed by means of a synthesis between the task statements listed in the selected cluster of tasks (Figure II-14) and the general procedure for task performance identified in Step 2 (Figure II-13). As in the overall objective discussed in Step 4, each of the behavioral objectives should conform with Mager's three criteria for a "formally correct objective".

According to our procedure for training at the Middle Level the learner needs to be able to do or know the following:

(1) What are the standards/criteria/requirements?
(2) How to synthesize or select the appropriate standards.
(3) What are the procedures for applying the standards to produce an outcome?
(4) How to select or synthesize these procedures.
(5) How to carry out the procedures.

For the sample unit these procedures should be synthesized with the task statements from the selected unit (Figure II-13).

The behavioral objectives in the sample unit relate to the steps in the procedure for training at the Middle Level in the following way:

(1) What are the standards/criteria requirements?

BEHAVIORAL OBJECTIVE A(p. 410 of sample curriculum unit)

Given a production standard and several Instructional System Components (SCSs), some of which meet the standard and some of which do not, the learner will demonstrate understanding of the standard by correctly identifying which ISCs meet the standard for 90% of the ISCs.

(2) How to synthesize or select the appropriate standards.

BEHAVIORAL OBJECTIVE B: (p. 412 of sample curriculum unit)

Given an audiotape, the learner will select the appropriate production standard(s) for assessing the production quality of the audiotape.

(3) What are the procedures for applying the standards to produce an outcome?

BEHAVIORAL OBJECTIVE C: (p. 413 of sample curriculum unit)

Given a procedure for comparing production standards and an audiotape (an assessing procedure) and several positive and negative examples, some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by correctly identifying which examples follow the procedure for 100% of the examples.

(4) How to select or synthesize these procedures.

BEHAVIORAL OBJECTIVE D: (p. 415 of sample unit)

Given an audiotape and production standards, the learner will select the appropriate assessing procedures in 100% of the cases.

(5) How to carry out the procedures.

BEHAVIORAL OBJECTIVE E: (p. 416 of sample unit)

Given an audiotape, production standards, and assessing procedures, the learner will by following the procedures identify 90% of the discrepancies between the audiotape and the standards.

So far each behavioral objective has related directly to each step in the procedure for training at the Middle Level. This is not to say, however, that each unit at the Middle Level will have exactly five behavioral objectives to match the five steps in procedure. In fact, the sample unit has nine behavioral objectives. The next three objectives relate again to steps 3, 4 and 5.

This is because an analysis of the task statements in the computer printout of the unit "Editing of ISCs" showed that (after the appropriate production standards had been selected) there were two distinct procedures to be followed to edit an ISC. First of all, the worker must select and follow a procedure for deciding what needs to be edited (here called an assessing procedure), then he must select and follow a procedure for actually doing the editing (an editing procedure). Therefore this curriculum unit loops back to repeat steps 3-5 in the procedure for training, as follows:

(3) What are the procedures for applying the standards to produce an outcome?

BEHAVIORAL OBJECTIVE F: (p. 418 of sample unit)

Given an editing procedure and an ISC and several examples, some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by correctly identifying which examples follow the procedure, correct for 100% of the examples.

(4) How to select or synthesize these procedures.

BEHAVIORAL OBJECTIVE G: (p. 419 of sample unit)

Given an audiotape and a list of errors in the tape, the learner will select the appropriate procedure for editing the tape in 100% of the cases.

(5) How to carry out the procedures.

BEHAVIORAL OBJECTIVE H; (p. 421 of sample unit)

Given an audiotape, production standards and editing procedures, the learner will by following the procedures eliminate 100% of the discrepancies between the audiotape and the standards.

The final behavioral objective (I) in the sample unit is a feedback objective to ensure that the learner has thoroughly mastered the unit content as follows:

BEHAVIORAL OBJECTIVE I: (p. 422 of sample unit)

Given an ISC he has just edited, the learner will recycle through BEHAVIORAL OBJECTIVES D-H as many times as necessary to eliminate 100% of the discrepancies between the ISC and production standards.

Once objectives have been developed which appear to fulfill the unit objectives, they should be checked by matching each of the behavioral objectives against the task statements in the selected unit to ensure that there are no tasks without coresponding objectives. You will also find at this stage that the task statements reflect only readily observable learner behaviors. Additional behavioral objectives may be needed to cover skills and knowledge not included in the task listing.

Finally, assign numbers to each task statement on the computer listing to conform with the appropriate behavioral objective. E.G., "To determine revisions needed discusses with writer (E)," related to behavioral objective E. (Also, see listing of statements in sample curriculum unit), Figure II-14).

STEP 6 ASSIGN TRAINING TYPE FOR EACH BEHAVIORAL OBJECTIVE

The next step is to identify the appropriate type of training for each of the behavioral objectives listed in Step 5.

There are three possible kinds of training according to the JIMS approach:

(1) Domain of Instructional Technology or DIT training (DIT) - this is content learning.

(2) Worker Instruction Training (WI) - this is training which allows the worker to deal with situations of increasing responsibility. This training teaches the worker ways of approaching the task.

(3) Functional Skill Training (FS) - from FJA Worker Function levels of Data, People, Things. See scales on pages p. 448 - 452.

The procedure for assigning one of the three notations to each of the behavioral objectives is relatively simple. DIT, FS and WI notations signifying appropriate training type have already been assigned to each of the components of the General Procedure for Training (Figure II-13) identified in Step 2. The behavioral objectives are based upon the steps in the general procedure for training. Therefore, match each behavioral objective with the step of the general procedure and note the training type notation. The rationale behind assigning these notations to the steps in the general procedure is given in Section II A, General Introduction (p. 33).

Again, an example from the sample curriculum will help clarify this step. The first behavioral objective is:

> Given a production standard, and several ISCs, some of which meet the standard and some of which do not, the learner will demonstrate understanding of the standard by correctly identifying which ISCs meet the standard for 90% of the ISCs.

This objective is based on the first component of the general procedure for task performance at the Middle Level which is:

> "What are the standards/criteria?"

The training type notation for this component is:

> "DIT training in content of field required."

Thus the behavioral objective stated would be annotated "(DIT Training)" as it is on Behavioral Objective A, p. 410.

Simply assign DIT, FS or WI notation obtained from the Figure II-13, Procedures for Training, to each of the behavioral objectives which you have listed, as demonstrated in the Figure II-15, Developing Curriculum Objectives for Sample Unit, (p. 432).

STEP 7 WRITE SUB-OBJECTIVES FOR EACH BEHAVIORAL OBJECTIVE

For each of the behavioral objectives developed in Step 6, a set of sub-objectives must also be developed. The sub-objectives, or subordinate competencies" (Gagne, 1960) are developed by looking at each behavioral objective and asking:

> "What would the learner have to be able to do or to know before he could perform his entire objective, given only instructions as to what he is to do on a test over this objective?" (Briggs, 1970)

Two or three general skills or knowledge components that comprise the abilities needed to perform the specified objectives can readily be developed for each behavioral objective. Each of these should be analyzed and, if possible, broken down in turn until all subordinate competencies have been identified.

It is at this point that the additional information and codes associated with each of the task statements becomes particularly important for a precise and accurate breakdown of the competencies required for task performance.

The procedure is to examine each behavioral objective and to note the training type assigned to it - whether DIT, FS or WI. Then examine task statements in the listing which have been assigned the same number as the behavioral objective you are dealing with. If the notation for the behavioral objective is "DIT", then examine closely

Figure II-15 Developing Behavioral Objectives for Sample Unit

PROCEDURES FOR TRAINING Definition of Middle Level: Selects/uses standards to perform a sequence of procedures to produce an Outcome.	SAMPLE UNIT OF CURRICULUM Unit Objective: Given an audiotape, the learner will select and follow procedures to edit it, according to selected standard production criteria.
1. What are the standard criteria/requirements? [DIT]	A. Given a production standard and several ISCs, some of which meet the standard and some of which do not, the learner will demonstrate understanding of the standard by correctly identifying which ISCs meet the standard for 90% of the ISCs. [DIT]
2. How to synthesize or select the appropriate standards. [WI]	B. Given an audiotape, the learner will select the appropriate production standard(s) for assessing the production quality of the audiotape. [WI]
3. What are the procedures for applying the standards to produce an Outcome? [DIT]	C. Given a procedure for comparing production standards and an audiotape (an assessing procedure), and several examples, some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by correctly identifying those examples which follow the procedure, for 100% of the examples. [DIT]
4. How to select or synthesize these procedures. [WI]	D. Given an audiotape and production standards, the learner will select the appropriate assessing procedures, correct for 100% of the cases. [WI]
5. How to carry out the procedures. [FS and DIT]	E. Given an audiotape, production standards and assessment procedures, the learner will by following the procedures identify 90% of the discrepancies between the audiotape and the standards. [FS and DIT]
6. What are the procedures for applying the standards to produce an Outcome? [DIT]	F. Given an editing procedure and an ISC and several examples. some of which follow the procedure and some of which do not, the learner will demonstrate an understanding of the procedure by identifying which examples follow the procedure, correct for 100% of the examples. [DIT]
7. How to select or synthesize these procedures. [WI]	G. Given an audiotape and a list of errors in the tape, the learner will select the appropriate procedure for editing the tape in 100% of the cases. [WI]
8. How to carry out the procedures. [FS and DIT]	H. Given an audiotape, production standards and editing procedures, the learner will by following the procedure eliminate 100% of the discrepancies between the audiotape and the standards. [FS and DIT]

the kind of Activity, Outcome or Purpose of the task statement and note what its DIT function is, e.g., Production, Support/Supply, etc. Using the definitions of the DIT provided in Sections II A and II D, you will be able to identify precisely the competencies required in order to fulfill the objective in question.

The same procedure is followed for each objective regardless of the training type. If the notation is for example, FS, then examine the scales of Data, People, and Things - the codes will tell you whether the task is oriented mainly toward Data, toward People, or toward Things and will tell you the level of skills required in executing the task. Then go to the appropriate scale in Section II D 2, Definitions and Tables, find the FJA Scales, and closely examine the definition for the level assigned to the task.

When the notation for the training type is FS, the scales of General Educational Development will also give extremely useful information on competencies required for task performance. These scales clearly delineate the reasoning, computational and language skills required by the worker in executing a task.

When the notation is WI, then the behavioral objective is concerned primarily with decision-making on the part of the learner. In this case, examine the Worker Instruction codes for the tasks, locate the appropriate level on the scale, and use this information to define the sub-objectives.

An illustration from the sample curriculum should clarify this procedure.

> BEHAVIORAL OBJECTIVE H reads:
>
> "Given an audiotape, production standards and editing procedures, the learner will by following the procedures eliminate 100% of the discrepancies between the audiotape and the standards".

The training type assigned to BEHAVIORAL OBJECTIVE H (in Step 6) is FS and DIT - Functional Skill Training in how to carry out the procedures and content [DIT] training in what the procedures actually are.

An analysis of the task statements which had been assigned to OBJECTIVE H (see Step 5) shows that the Data Significant tasks are at Level 4 - Analyzing, the People Significant tasks at Level 2 - Exchanging Information, and the Things Significant at Level 2 - Operating/Controlling. By examining the definitions for the Functional Skills (Section II D, FJA Tables) sub-objectives such as the following can be derived:

> "Given an editing procedure which involves examining and evaluating data about the audiotape, the learner will examine and evaluate data about the audiotape with reference to the production standards to eliminate the discrepancies."

This sub-objective is derived from the Functional Skills, Data Scale, Level 4, Analyzing.

STEP 8 DETERMINING LEARNING CONDITIONS.

The next step in the process of developing curriculum specifications from the curriculum guidelines is to determine the learning conditions needed to meet each sub-objective.

The subordinate objectives for each behavioral objective should be written in such a way as to reflect all of the competencies needed to perform the task. Some of them will be competencies which the learner has already mastered, but they should still be listed in order to check the learner's entering competencies on beginning a new objective.

In determining the learning conditions needed to meet each objective, JIMS used the categories developed by Gagne (1965). It is not, however, essential to use only Gagne at this point. Any learning theory or strategy which is useful for determining how best the learner can develop the competencies specified in the sub-objectives can be utilized at this point. If you decide to use Gagne, the following approach might be helpful in determining learning conditions.

Gagne has identified eight types of learning as follows:

(1) Classical Conditioned Responses

(2) Operant Conditioning (S-R Learning)

(3) Motor Chains (series of acts in fixed order)

(4) Verbal Association (Verbal Chaining) (Paired-Associate Learning)

(5) Multiple Discrimination (among previously learned Pairs)

(6) Concepts (responding to common or abstract property of a class of things; classifying)

(7) Principle Using (application of a single principal: rule using)

(8) Problem Solving (recalling and employing selected and often multiple principles to solve problems)

Each of the sub-objectives should correspond to only one of the types of learning identified by Gagne. The procedure is to examine the sub-objective and identify the type of learning involved. Then compare it with either the examples of competencies categorized under the types of learning set forth by Gagne (1965) or the brief examples provided by Briggs (1970).

For example, Sub-objective 2, under BEHAVIORAL OBJECTIVE B, reads:

> "Given a production standard, the learner will correctly identify the class(es) of ISC for which the standard could be appropriate in 100% of the cases."

An analysis of this objective suggests that the competency involved is the ability to classify information based on abstract properties - in the examples given by Gagne, we find that it is Type 6 - Concept Learning. We therefore assign a notation [CONCEPT] to this sub-objective.

Gagne further suggests that there are certain conditions or learning events which are appropriate to each type of learning. Figure II-16 on the following page is reproduced from Briggs (1970).

Figure II-16 Summary: Conditions of Learning

(Special instructional events, from Briggs, 1970)

			Type of Learning (See p.)					
Condition	1	2	3	4	5	6	7	8
1. Prerequisite previously learned	Reflex	X	Each link	SR	PA	Say word	Concepts	Principles
2. Contiguity	X	X	X	X	X	X	X	X
3. Frequency (repetition)	X	X	X	X?	X			
4. Reinforcement		X	X	X	X	X	X	X
5. Prompting and vanishing		X	X	X				
6. Proper fixed sequence			X	X				
7. Employ distinctive feature					X			
8. Vary order of presentation					X			
9. Response is not stimulus bound						X	X	X
10. Variety of examples						X		
11. Response generalization						X	X	X
12. Teach by verbal statements							X	X
13. Combine principles								X
14. Present model of performance							X	X
15. Guide thinking								X
16. Stimulate relevant recall							X	X
17. Urge new combinations								X

For each sub-objective, examine the notation indicating the type of learning involved, then list the appropriate learning conditions from the Figure II-16. Thus, for the above sub-objective we would look for the learning conditions appropriate for Learning Type 6 - Concept. These are Contiguity, Reinforcement, Response Not Stimulus Bound, Variety of Examples, Response Generalization.

STEP 9 IDENTIFY INSTRUCTIONAL MEDIUM/EVENTS

The last step in the model for curriculum development develops logically from the preceding one. From the Learning Conditions which have been listed, the appropriate instructional medium and events can be derived.

Thus, for the example given, the appropriate medium/events derived from the learning conditions for Concept learning would be:

Recall positive and negative examples

Present new examples

Ask learner to identify whether they are positive or negative

Give feedback on correctness of response.

This has been a brief and cursory examination of the steps that must be followed in order to develop curriculum units. The nine major steps are outlined in Figure II-17. Once the procedure is understood it can be applied to any unit in the data bank, regardless of the level or content. The procedure may appear unnecessarily complicated, but curriculum development is not a simple task. For the first time, however, curriculum developers in the instructional media field have available to them an extensive task listing and procedures for developing valid curriculum to train personnel for what they will actually be expected to do on the job. JIMS has clearly raised more questions and issues than it has been able to resolve, but such is the nature of progress.

Figure II-17

General Model for Curriculum Development
Based on JIMS Data and Methodology

STEP 1

Identify level of learner (Entry, Middle, or Advanced)
(Use definitions of levels, Section II A, p. 38)

STEP 2

Select appropriate procedures for Training (Entry, Middle or Advanced)
(Use Figure II-13, Procedures for Training)

STEP 3

Select group of tasks from data bank
(Use computer printout of task listings)

STEP 4

Develop unit objective
(Use unit heading from Step 3 + Level of Learner heading from Procedures for Training from Step 2)

STEP 5

Develop behavioral objectives
(Use task statements from Step 3 + steps in Procedures for Training from Step 2)

STEP 6

Assign training type to behavioral objectives (DIT, FS, or WI)
(Use notations on steps in Procedures for Training from Step 2)

STEP 7

Write sub-objectives for each behavioral objective
(Use behavioral objectives from Step 5 + Training type notations on objectives from Step 6 + DIT, FS, and WI codes on task statements in computer printout from Step 3)

STEP 8

Identify learning conditions for sub-objectives
(Use Gagne (1965) Figure 11-16 or other learning theory + sub-objectives from Step 7)

STEP 9

Identify instructional medium/events
(Use learning conditions from Step 8 + sub-objectives from Step 7)

D. TABLES AND DEFINITIONS

1. Key to coding.

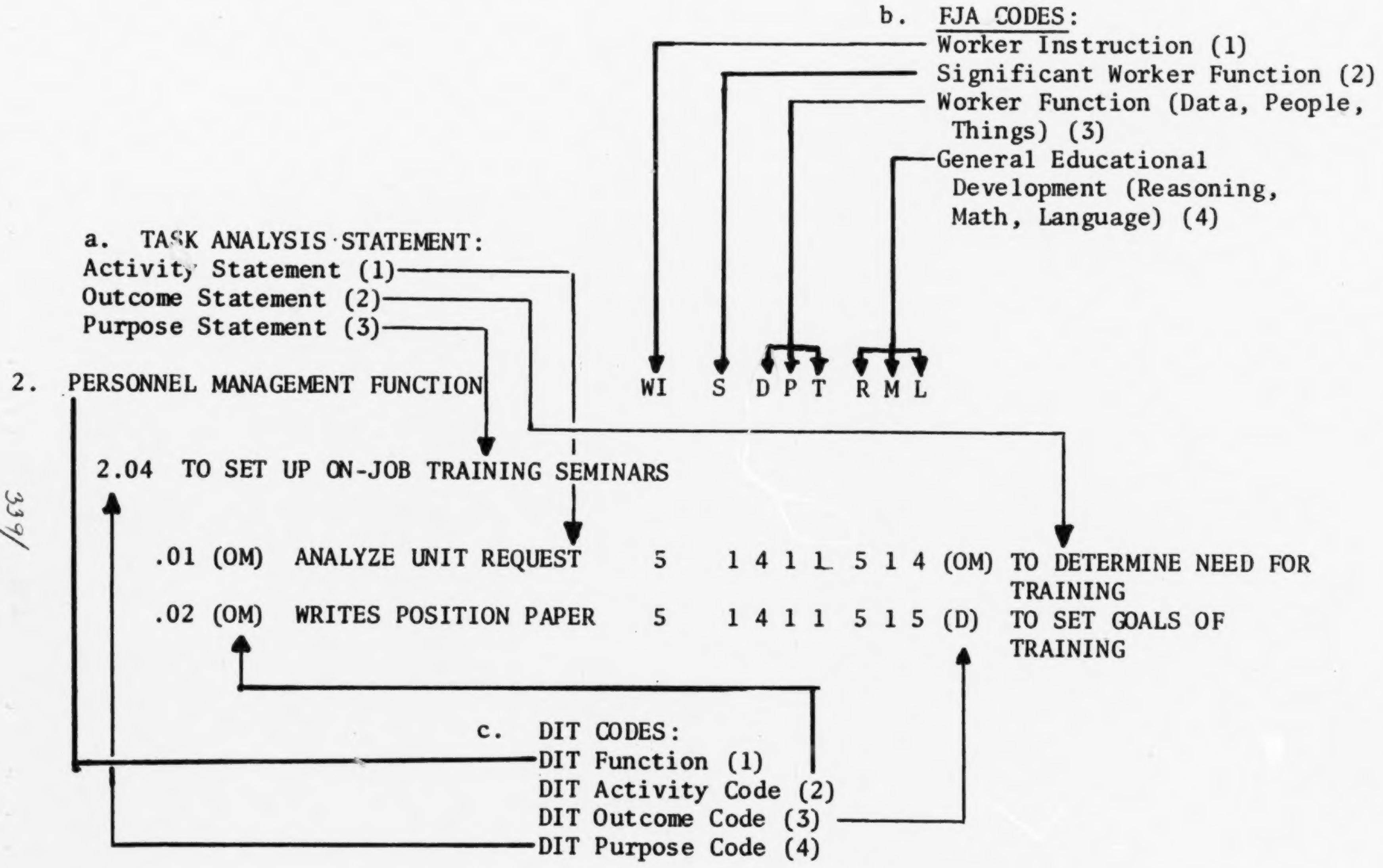
b. FJA CODES:
Worker Instruction (1)
Significant Worker Function (2)
Worker Function (Data, People, Things) (3)
General Educational Development (Reasoning, Math, Language) (4)
WI S D P T R M L
a. TASK ANALYSIS STATEMENT:
Activity Statement (1)
Outcome Statement (2)
Purpose Statement (3)
2. PERSONNEL MANAGEMENT FUNCTION
2.04 TO SET UP ON-JOB TRAINING SEMINARS
.01 (OM) ANALYZE UNIT REQUEST 5 1 4 1 1 5 1 4 (OM) TO DETERMINE NEED FOR TRAINING
.02 (OM) WRITES POSITION PAPER 5 1 4 1 1 5 1 5 (D) TO SET GOALS OF TRAINING
c. DIT CODES:
DIT Function (1)
DIT Activity Code (2)
DIT Outcome Code (3)
DIT Purpose Code (4)

Figure II-18

Key to Coding

a. Task analysis statement

The format for expressing the complete task statement according to Functional Job Analysis is discussed in the Interim Report. This format was followed on the original forms used for gathering the data on tasks. However, for the purposes of processing the data by mechanical means, the long, detailed format of the task statement had to be abandoned in favor of a standardized concise statement. The task statement used in processing the data has three distinct parts - Activity Statement, Outcome Statement, and Purpose Statement.

(1) Activity Statement

This is a 35 digit statement which describes what the worker does. In each case "the worker" is understood as the subject and the statement begins with an action verb in the present tense. This task verb is the heart of the coding. Coding is according to Functional Job Analysis scales (Worker Instruction, Data, People, Things, Reasoning, Math and Language) and DIT codes. The statement also contains the direct object of the verb.

Clustering of the data at the Entry Level is based upon the DIT coding of the Activity Statements, their Worker Function orientation (whether to Data, People, or Things) and their level of complexity.

(2) Outcome Statements

This is a 35 digit statement consisting of a purpose clause which describes the direct purpose for which an action is performed. It is coded according to the DIT only.

Clustering of the data at the Middle Level is based upon the DIT coding of the Outcome statements.

(3) Purpose Statements

This is a purpose clause, up to 71 digits in length, which describes the overall goal of a number or sequence of activities and outcomes. It is coded according to DIT Function only.

Purpose statements only appear at the Advanced Level where clustering of the data is based upon their DIT coding.

b. Functional Job Analysis (FJA) codes

The history and background of Functional Job Analysis (FJA) are discussed at length in the JIMS Interim Report (appended). The relationship between the scales used is also discussed in the General Introduction to the JIMS package. For the purposes of explaining how the task statements are coded and what the various numbers mean, the following brief discussion should suffice.

The technique of Functional Job Analysis measures the worker's involvement with a task according to three dimensions:

(1) Worker Instructions: This is a single scale which measures the amount of responsibility, the complexity of decision-making and/or the prescribed/discretionary content of a task. (1 scale)

(2-3) Worker Functions: These are Functional Skills which measure what workers do in relationship to Data, People, or Things. (3 scales)

(4) General Education: These are the competencies required by the worker in terms of Reasoning, Math, and Language in order to perform tasks. (3 scales)

The seven actual scales used in coding the data according to Functional Job Analysis can be found in the next section (Section D 2). Comments about each scale follow.

(1) Worker Instruction

This scale has eight categories ranging from simple to complex. The scale is one which classifies the prescribed and discretionary content of a task, in other words, the amount of choice the worker has in executing a task. Sometimes the prescription of a particular task is related to the worker's environment, i.e., to the degree of supervision exercised over him. However, prescription may also be inherent in the task itself. In the task of operating equipment which is largely self-regulating, such as a Thermofax machine or a dry mount press, few alternatives are presented to the worker, and the Worker Instruction level is therefore low regardless of the degree of supervision.

The scale of Worker Instruction seems to correlate highly with those tasks which can be defined as professional and those which seem to be technical, or lower level, tasks.

The scale has been found to correlate highly with the other six scales in Functional Job Analysis. It has therefore been used as a means of classifying tasks in terms of their complexity and the task statements in the JIMS data bank have been arranged in levels according to this scale.

(2) Significant Worker Function

In the FJA system, all tasks are considered to be involved with Data, People, and Things to some extent. Different tasks reflect a different emphasis on these three basics. On the original FJA form, percentages were assigned to each task in order to determine their orientation toward Data and/or People and/or Things. For the purpose of processing the data on punched cards, the percentages on the original work-sheets were translated into codes to indicate the significant worker function. These are:

Data Significant = 1

People Significant = 2

Things Significant = 3

Data/People Significant = 4

People/Things Significant = 5

Things/Data Significant = 6

In both the given examples, i.e., "Analyzes unit request" and "Writes position paper", the Significant Worker Function is "1", i.e., Data, because the tasks are clearly data-oriented.

In some cases, the functions appear to be equally weighted toward two dimensions. Therefore, it is possible to have Data/Things- significant tasks, Data/People-significant tasks, and People/Things-significant tasks. Such tasks with double significance often occur in cases of conducting demonstrations. For example, an in-service demonstration on how to operate AV equipment appears to be equally weighted in the worker's involvement with "people" and "things". In the case of operating a typewriter or adding machine, the worker is equally involved with "things" and "data", since whileoperating the machine he is also greatly concerned with manipulating data.

In the curriculum guidelines at the Entry Level, doubly significant tasks are listed twice, once under each of the worker functions.

(3) Worker Functions (Data, People, Things)

As well as proportionate emphasis on Data, People, Things, Functional Job Analysis is also concerned with the level of complexity of each task. Each of the three basics, Data, People, and Things, is defined by a scale of functions ranging from simple to complex. The functions are hierarchical, with lowest level functions having the lowest number.

These functions relate to a concept of Functional Skills which is basic to the whole technique of Functional Job Analysis. The assumption is that there are certain competencies which allow people to relate to Data, People, and Things. These competencies are Functional Skills in the sense that (1) they allow a person to function in the world, (2) they are basic to task performance, and (3) they are unrelated to content. Theoretically the functional skill of, for example, Analyzing Data involves the same mental processes whether the data is financial information, the aesthetic value of a painting, reading the instruments on an airplane control panel, diagnosing diseases, or writing computer programs. There is research evidence in job analysis and learning psychology to support this assumption.

(4) General Educational Development (Reasoning, Math, Language)

The General Educational Development Scale has three categories-Reasoning, Mathematical, and Language. The scales designate the level of ability required by the worker in order to perform the task being coded.

(a) Reasoning Development Scale - ranges from simple to complex with six categories. This scale is concerned with knowledge and ability to deal with theory versus practice, abstract versus concrete, and many versus few variables.

(b) Mathematical Development Scale - ranges from simple to complex with five categories. This scale is concerned with knowledge and ability to deal with mathematical problems and operations from counting and simple addition to higher mathematics.

(c) Language Development Scale - ranges from simple to complex with six categories. This scale is concerned with knowledge and ability to deal with oral or written language materials from simple to complex sources of information and ideas.

c. DIT Codes

The Domain of Instructional Technology is described fully in Sections II A and II D 3. It has nine functions:

Organization Management

Personnel Management

Research/Theory

Design

Production

Evaluation/Selection

Support/Supply

Utilization

Utilization/Dissemination

Each function (coded) appears four times in the sample task listing (see Figure II-18):

(1) DIT Function - - the name of the function by which Purposes are listed

(2) DIT Activity -- the function to which the Activity belongs

(3) DIT Outcome -- the function to which the Outcome belongs

(4) DIT Purpose -- the function to which the Purpose belongs

The code for Function (1) above is simple: it is the name of the function (as above).

The codes for Activity (2) above and Outcome (3) above are abbreviations for the functions, as follows:

OM = organization management

PM = personnel management

RT = research/theory

D = design

P = production

ES = evaluation/selection

SS = support supply

U = utilization

UD = utilization/dissemination

The code for Purpose 4 above is a number -- the same first number that appears next to the function name at the top of the page:

1 = OM

2 = PM

3 = RT

4 = D

5 = P

6 = ES

7 = SS

8 = U

9 = UD

Table II-2 Functional Job Analysis Scales

SCALE OF WORKER INSTRUCTIONS

LEVEL	DEFINITION
1	Inputs, outputs, tools, equipment, and procedures are all specified. Almost everything the worker needs to know is contained in his assignment. He is supposed to turn out a specified amount of work or a standard number of units per hour or day.
2	Inputs, outputs, tools, and equipment are all specified, but the worker has some leeway in the procedures and methods he can use to get the job done. Almost all the information he needs is in his assignment. His production is measured on a daily or weekly basis.
3	Inputs and outputs are specified, but the worker has considerable freedom as to procedures and timing, including the use of tools and equipment. He has to refer to several standard sources for information (handbooks, catalogs, wall charts). Time to complete a particular product or service is specified, but this varies up to several hours.
4	Output (product or service), is specified in the assignment, which may be in the form of a memorandum or of a schematic (sketch or blueprint). The worker must work out his own ways of getting the job done, including selection of tools and equipment, sequence of operations (tasks), and obtaining important information (handbooks, etc.). He may either carry out work himself or set up standards and procedures for others.
5	Same as (4) above, but in addition the worker is expected to know and employ theory so that he understands the whys and wherefores of the various options that are available for dealing with a problem and can independently select from among them. He may have to do some reading in the professional and/or trade literature in order to gain this understanding.
6	Various possible outputs are described that can meet stated technical or administrative needs. The worker must investigate the various possible outputs and evaluate them in regard to performance characteristics and input demands. This usually requires his creative use of theory well beyond referring to standard sources. There is no specification of inputs, methods, sequences, sources, or the like.
7	There is some question as to what the need or problem really is or what directions should be pursued in solving it. In order to define it, control and explore the behavior of the variables, and formulate possible outputs and their performance characteristics, the worker must consult largely unspecified sources of information, and devise investigations, surveys, or data analysis studies.
8	Information and/or direction comes to the worker in terms of needs (tactical, organizational, strategic, financial). He must call for staff reports and recommendations concerning methods of dealing with them. He coordinates both organizational and technical data in order to make decisions and determinations regarding courses of action (outputs), for major sections (divisions, groups), of his organization.

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SCALES OF WORKER FUNCTIONS

Data Functions Scale

Data should be understood to mean information, ideas, facts, and statistics. Where data is not involved in a major way, note that it is at least present in the details of the job instruction.

LEVEL	DEFINITION
1	COMPARING Selects, sorts, or arranges data, people, or things, judging whether their readily observable, functional, structural, or compositional characteristics are similar to or different from prescribed standards.
2	COPYING Transcribes, enters, and/or posts data. Follows exactly a step-by-step schematic or plan to assemble or make things.
3A	COMPUTING Performs arithemetic operations and makes reports and/or carries out a prescribed action in relation to them.
3B	COMPILING Gathers, collates, or classifies information about data, people, or things.
4	ANALYZING Examines and evaluates data (about things, data, or people) with reference to the criteria standards, and/or requirements of a particular discipline, art, technique, or craft to determine interaction effects (consequences) and to consider alternatives.
5	COORDINATING Decides time, place, and sequence of operations of a process, system, or organization, and/or the need for revision of goals, policies (boundary conditions), or procedures, on the basis of analysis of data and of performance review of pertinent objectives and requirements. Includes executing decisions and/or reporting on events.
6	SYNTHESIZING Takes off in new directions on the basis of personal intuitions, feelings, and ideas with or without regard for tradition, experience, and existing parameters, to conceive new approaches to or statements of problems and the development of system, operational, or aesthetic "solutions" or "resolutions" of them.

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SCALES OF WORKER FUNCTIONS

People Functions Scale

In jobs where people are not involved in a major way, note that they are at least present in supervision.

LEVEL	DEFINITION
1A	TAKING INSTRUCTIONS-HELPING Attends to the work assignment, instructions, or orders of supervisors. No immediate response or verbal exchange is required unless clarification of instruction is needed.
1B	SERVING Attends to the needs or requests of people or animals, or to the expressed or implicit wishes of people. Immediate response is involved.
2	EXCHANGING INFORMATION Talks to, converses with, and/or signals people to convey or obtain information, or to clarify and work out details of an assignment, within the framework of well-established procedures.
3A	COACHING Befriends and encourages individuals on a personal, caring basis by approximating a peer or family-type relationship either in a one-to-one or small group situation, and gives instructions, advice, and personal assistance concerning activities of daily living, the use of various institutional services, and participation in groups.
3B	PERSUADING Influences others in favor of a product, service, or point of view by talks or demonstrations.
3C	DIVERTING Amuses others.
4A	CONSULTING Serves as a source of technical information and gives such information or provides ideas to define, clarify, enlarge upon, or sharpen procedures, capabilities, or product specifications.
4B	INSTRUCTING Teaches subject matter to others, or trains others, including animals, through explanation, demonstration, practice, and test.
4C	TREATING Acts on or interacts with individuals or small groups of people or animals who need help (as in sickness) to carry out specialized therapeutic or adjustment procedures. Systematically observes results of treatment within the framework of total personal behavior because unique individual reactions to prescriptions (chemical, physician's, behavioral) may not fall within the range of prediction. Motivates, supports, and instructs individuals to accept or cooperate with therapeutic adjustment procedures, when necessary.
5	SUPERVISING Determines and/or interprets work procedure for a group of workers, assigns specific duties to them (particularly those which are prescribed). maintains harmonious relations among them, evaluates performance (both prescribed and discretionary), and promotes efficiency and other organizational values. Makes decisions on procedural and technical levels.

People Functions Scale (Continued)

6	NEGOTIATING Exchanges ideas, information, and opinions with others on a formal basis to formulate policies and programs on an initiating basis (e. g., contracts) and/or arrives at resolutions of problems growing out of administration of existing policies and programs, usually after a bargaining process.
7	MENTORING Deals with individuals in terms of their overall life adjustment behavior in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles. Advises clients on implications of diagnostic or similar categories, courses of action open to deal with a problem, and merits of one strategy over another.

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SCALES OF WORKER FUNCTIONS

Things Functions Scale

In jobs where things are not involved in a major way, they are at least present in the casual use of desk-top equipment (pencils, telephones, etc.) or such items as blackboards, cars, etc. It is important to note that workers primarily involved with data or people are also involved with tangible equipment.

Note: Workers (e. g., non-working Foremen, Expediters) who make decisions and/or take action concerning the disposition of things (tools, machines, materials, etc.) are considered in this respect to be working with data (information, ideas). Working with things means, literally, the physical interaction with things.

LEVEL	DEFINITION
1A	HANDLING Works (cuts, shapes, assembles, etc.) digs, moves, or carries objects or materials where objects, materials, tools, etc., are *one* or *few* in number and are the primary involvement of the worker; *precision* requirements are *relatively gross*, includes the use of dollies, handtrucks, and the like.
1B	FEEDING-OFFBEARING Inserts, throws, dumps, or places materials into or removes them from machines or equipment which are automatic or tended/operated by other workers; precision requirements are built-in, largely out of control of worker.
1C	TENDING Starts, stops, and monitors the functioning of machines and equipment set up by other workers, where the precision of output depends on keeping one to several controls in adjustment, in response to automatic signals according to specifications. Includes workers in *all* machine situations where there is no significant setup or change of setup, cycles are very short, alternatives to non-standard performance are few, and adjustments are highly prescribed.
2A	MANIPULATING Works (cuts, shapes, assembles, etc.), digs, moves, guides, or places objects or materials where objects, tools, controls, etc., are *several* in number; precision requirements range from gross to fine. Includes workers who use ordinary portable powered tools with interchangeable parts, waiting on tables, and the use of ordinary tools around the house such as kitchen equipment, garden tools, etc.
2B	OPERATING-CONTROLLING Starts, stops, controls, and adjusts machines or equipment designed to fabricate and/or process data, people, or things. The worker may be involved in activating the machine, as in typing or turning wood, or the involvement may occur primarily at start-up and stop as with semiautomatic machines. *Operating machines* involves setting up and adjusting the machine and/or material as work progresses. *Controlling equipment* involves monitoring gauges, dials, etc., and turning valves and other devices to control such items as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. *Setup* involves initial setting of several controls to achieve specified output in automatic or semiautomatic machinery. Includes workers who operate typewriters, PBX switchboards, and other office equipment where the setup, changes of setup, and adjustments require more than cursory demonstration and checkout.
2C	DRIVING-CONTROLLING Starts, stops, and controls the actions of machines for which a course must be steered or guided in order to fabricate, process, and/or move things or people. Actions regarding controls require continuous attention and readiness of response.

Things Functions Scale (Continued)

3A	PRECISION WORKING Works, moves, guides, or places objects or materials according to standard practical procedures, where the number of objects, materials, tools, etc., embraces an entire craft and accuracy expected is within final finished tolerances established for the craft.
3B	SETTING UP Readies machines or equipment to perform their functions, change their performance, or restore their proper functioning if they break down by installing or altering jigs, fixtures, attachments, etc., according to job order or blueprint specifications; accuracy only partly dependent on setup - may involve one or a number of machines for other workers or for worker's own operations.

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SCALES OF GENERAL EDUCATIONAL DEVELOPMENT

Reasoning Development Scale

The Reasoning Development Scale is concerned with knowledge and ability to deal with theory versus practice, abstract versus concrete, and many versus few variables.

LEVEL	DEFINITION
1	* Have the common sense understanding to carry out simple one or two-step instructions in the context of highly standardized situations. * Recognize unacceptable variations from the standard and take emergency action to reject inputs or stop operations.
2	* Have the common sense understanding to carry out detailed but uninvolved written or oral instructions. * Deal with problems involving a few concrete variables in or from standardized situations.
3	* Have the common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. * Deal with problems involving several concrete variables in or from standardized situations.
4	* Have knowledge of a system or interrelated procedures, such as bookkeeping, internal combustion engines, electric wiring systems, nursing, farm management, ship sailing, or machining. * Apply principles to solve practical, everyday problems and deal with a variety of concrete variables in situations where only limited standardization exists. * Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.
5	* Have knowledge of a field of study (engineering, literature, history, business administration) having immediate applicability to the affairs of the world. * Define problems, collect data, establish facts, and draw valid conclusions. * Interpret an extensive variety of technical material in books, manuals, texts, etc. * Deal with some abstract but mostly concrete variables.
6	* Have knowledge of a field of study of the highest abstractive order (e. g., mathematics, physics, chemistry, logic, philosophy, art criticism). * Deal with nonverbal symbols in formulas, equations, or graphs. * Understand the most difficult classes of concepts. * Deal with a large number of variables and determine a specific course of action (e. g., research, production) on the basis of need.

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SCALES OF GENERAL EDUCATIONAL DEVELOPMENT

Mathematical Development Scale

The Mathematical Development Scale is concerned with knowledge and ability to deal with mathematical problems and operations from counting and simple addition to higher mathematics.

LEVEL	DEFINITION
1	* Counting to simple addition and subtraction; reading, copying and/or recording of figures.
2	* Use arithmetic to add, subtract, multiply, and divide whole numbers.
3	* Make arithmetic calculations involving fractions, decimals, and percentages.
4	* Perform ordinary arithmetic, algebraic, and geometric procedures in standard procedures in standard practical applications. * Have knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination.
5-6	* Work with a wide variety of theoretical mathematical concepts. * Make original applications of mathematical procedures, as in empirical and differential equations.

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SCALES OF GENERAL EDUCATIONAL DEVELOPMENT

Language Development Scale

The Language Development Scale is concerned with knowledge and ability to deal with oral or written language materials from simple instructions to complex sources of information and ideas.

LEVEL	DEFINITION
1	* Cannot read or write but can follow simple oral, "pointing-out" instructions. * Sign name and understand ordinary, routine agreements when explained, such as those relevant to leasing a house; employment (hours, wages, etc.); procuring a driver's license. * Read lists, addresses, safety warnings.
2	* Read comic books, "true confession" or "mystery" type magazines (short sentences; concrete vocabulary, words that avoid complex Latin derivations). * Converse with service personnel (waiters, ushers, cashiers). * Copy verbal records precisely without error. * Keep taxi driver's trip record.
3	* Read material on level of *The Reader's Digest* and straight news reporting in popular "mass" newspapers. * Comprehend ordinary newscasting (uninvolved sentences and vocabulary with focus on events rather than on their analysis). * Copy verbal material from one record to another, catching gross errors in grammar. * Fill in report forms, such as Medicare forms, employment applications and card form for income tax. * Conduct house-to-house surveys to obtain common census-type information or market data, such as preferences for commercial products in everyday use.
4	* Have language ability to take and transcribe dictation, make appointments, and sort, route, and file the mail according to subject. * Write routine business correspondence reflecting standard procedures. * Interview job applicants to determine work best suited for their abilities and experience; contact employers to interest them in services of agency. * Understand technical manuals and verbal instructions, as well as drawings and specifications, associated with practicing a craft. * Guide people on tours through historical or public buildings, tell relevant anecdotes, etc. * Conduct opinion research surveys involving stratified samples of the population.
5	* Report, write, or edit articles for magazines which, while popular, are of a highly literate nature (e. g., *The New Yorker, Saturday Review, Scientific American).* * Prepare and deliver lectures for audiences that seek information about the arts, sciences, and humanities in an informal way. * Report news for the newspapers, radio, or TV. * Write copy for advertising. * Write instructions and specifications concerning proper use of machinery. * Write instructions for assembly of prefabricated parts into units.
6	* Report, write, or edit articles for technical and scientific journals or journals of advanced literary criticism (e. g., *Journal of Educational Sociology, Science, The Physical Review, Daedalus).* * Prepare and draw up deeds, leases, wills, mortgages, and contracts. * Prepare and deliver lectures on politics, economics, education, or science to specialized students and/or professional societies. * Comprehend and apply technical engineering data for designing buildings and bridges * Comprehend and discuss literary works of a highly symbolic nature, such as works in logic and philosophy (e. g., Kant, Whitehead, Russell).

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3. Domain of Instructional Technology Description.

a. Introduction

The Domain of Instructional Technology is a functional model of WHAT GETS DONE in the Instructional Technology field. Let's take the last part of the definition first.

(1) The field.

The field of Instructional Technology is defined as follows:

(1) The organization and (2) the application of (3) resources--men, materials, ideas, procedures -- in a systematic manner in order to solve instructional problems (after definitions by Finn, 1963; Heinich, 1965; and Hoban, 1962). The notions of resources, application and organization can further be refined by defining them in terms of the systems concept implied by the definition.

(1) The resources are actually the components which make up an instructional system from which students can learn. It makes sense, therefore, to call them Instructional System Components (ISC). These ISCs, while most important to the learner and an integral part of the model are not related to the notions of task type and complexity, and therefore are not discussed, except for definitions and examples, in this section.

(2) The applicationphase of the definition is, when applied to instructional systems, Instructional Development. It includes all the tasks that must be performed to bring an ISC into existence and into contact with a learner.

(3) The organization phase of the definition, in this context, relates to the organization of Instructional Development, and therefore can be called Instructional Management.

The relationship between these three parts of the definition is shown in Figure II-19.

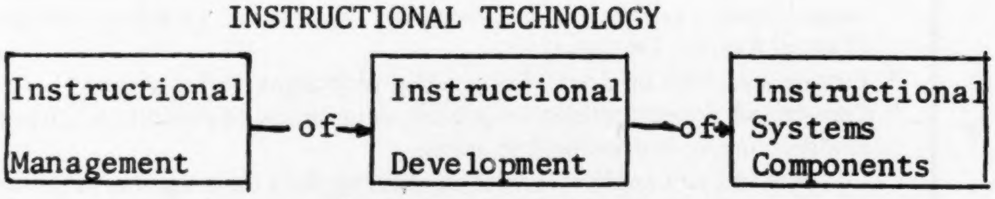


Figure II-19
Flow Model of Relationship of Components of Definition of Instructional Technology

All tasks performed in the field of Instructional Technology are part of this Instructional Management and Development process. In order to be manageable, however, these tasks have to be grouped into larger units. Usually we do this in terms of jobs, curriculum or convenience. The DIT provides a more useful, theoretical way of grouping tasks.

A task can be defined as:

> an Activity which is the smallest unit of work done by a man or machine, which has a direct or immediate Outcome, and which, with other tasks, contributes directly to the accomplishment of a goal or Purpose.

It therefore makes sense to put the tasks in groupings which represent similarities in the three components of a task. We have called these groupings functions. A function is defined as:

> a unique cluster of tasks which have a common and unique set of Activities, Outcomes, or Purposes in the instructional management/development process.

By applying this definition to both JIMS data and theoretical instructional system models, the following functions were identified:

INSTRUCTIONAL DEVELOPMENT	INSTRUCTIONAL MANAGEMENT
Research-Theory	Organization Management
Design	
Production	Personnel Management
Evaluation-Selection	
Support/Supply	
Utilization (Utilization-Dissemination)	

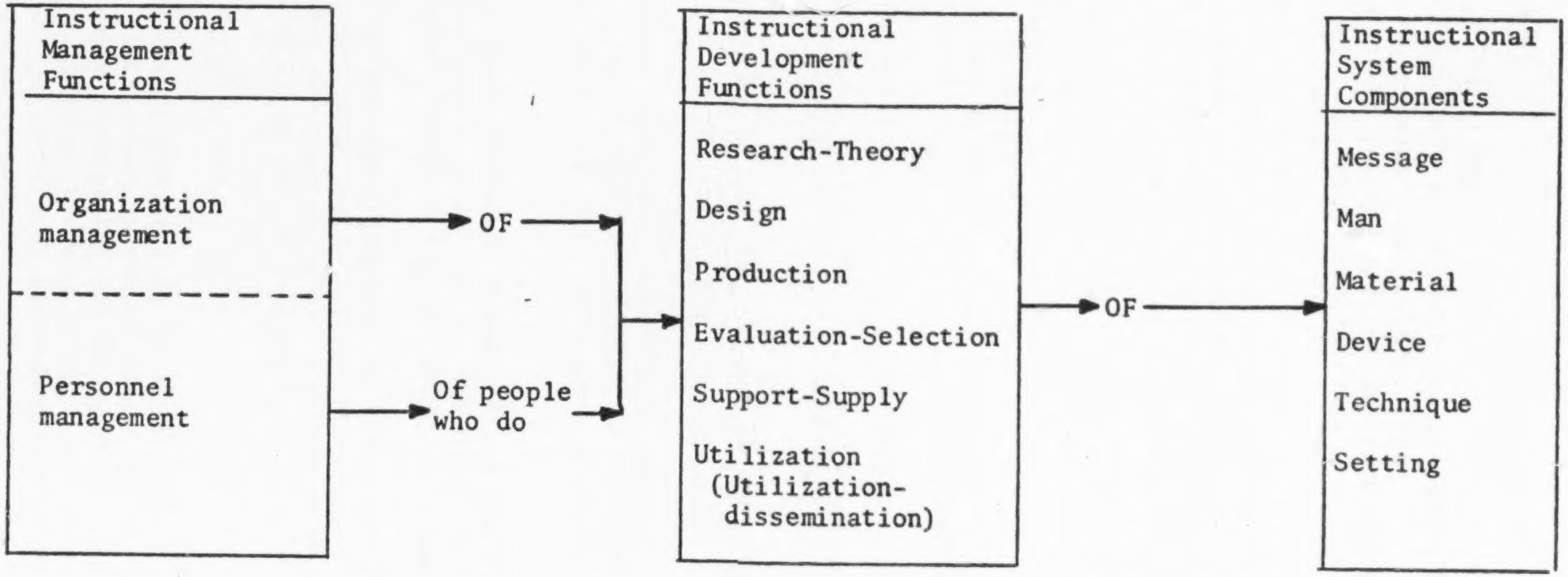
Figure II-20 shows a flow model of the complete Domain of Instructional Technology, including the Instructional System Components referred to earlier, the Instructional Management and Development Functions, the relationships among the three, and the scope of the model.

The definitions of the nine functions are given in Table II-2, on the following pages. The definitions for each function include its Purpose, its Outcome, and its Activities.

The relationship of the DIT to Activity/Outcome/Purpose levels is shown in Figure II-21.

Figure II-20

Domain of Instructional Technology - Summary Chart


Instructional Management Functions
Organization management
Personnel management
OF
Of people who do
Instructional Development Functions
Research-Theory
Design
Production
Evaluation-Selection
Support-Supply
Utilization (Utilization-dissemination)
OF
Instructional System Components
Message
Man
Material
Device
Technique
Setting

Scope of the Model:
(1) The Instructional Development and Management Functions are considered only as they apply to the Instructional System Components.
(2) System Components are considered Instructional if, and only if, the intent of their Design or Utilization objectives is to bring about learning.

Table II-3

DIT Functions Definitions

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF)
Functions which have as their purpose the application of ISCs to solve instructional problems.

FUNCTION	DEFINITION	EXAMPLES
Research Purpose:	To generate and test knowledge (theory and research methodology) related to the ISCs and to learners.	To conceptualize theoretical models. To conduct research projects. To analyze research data.
Outcome:	Knowledge which can act as an input to the other functions.	To generate new ideas. To run reality test of model. To test hypothesis.
Activity:	Seeking information, reading it, analyzing it, testing it, analyzing test results.	Reads proposal. Compares model w/known data. Formulates specific hypotheses.
Design Purpose:	To translate general theoretical knowledge into specific ISC specifications.	To design programed instruction materials. To develop instructional packages for individualized instruction. To design equipment systems.
Outcome:	Specifications for production of ISCs, regardless of form.	To write general objectives. To determine media. To describe technical systems.
Activity:	Analyzing, synthesizing, and writing objectives, learner characteristics, task analysis, learning conditions, instructional events, media specifications.	Analyzes objectives. Synthesizes objectives/sequence/content/media. Arranges materials in sequence.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Production Purpose:	To translate ISC specifications into specific, concrete ISCs.	To produce audiotapes. To produce/direct motion picture. To write computer programs for computer-assisted instruction.
Outcome:	Specific products in the form of prototypes, final versions, or mass-produced versions.	To make slides into test print. To decide on music/sound effects. To match audio and visuals.
Activity:	Operating production equipment, drawing, laying out, writing, building products.	Mixes narration tape and sound. Sequences slides using viewer. Operates motion picture camera.
Evaluation-Selection Purpose:	To assess acceptability of produced ISCs in terms of criteria set by other functions, and to develop models for this assessment.	To pilot test prototype instructional materials. To preview and select instructional materials. To develop evaluation models and techniques.
Outcome:	Evaluation for design: effectiveness of ISCs in meeting objectives. Evaluation for production: acceptability of ISCs in meeting production standards. Evaluation for management: acceptability of ISCs for purchase. Evaluation for utilization: acceptability of ISCs for meeting user objectives. Evaluation for evaluation: evaluation models.	To identify problems with materials. To identify objectives not met. To insure quality sound.
Activity:	Analyzing quality in terms of standards.	Observes students using materials. Analyzes possible uses of materials. Compares data and objectives.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Support-Supply Purpose:	To make ISCs available for other functions.	To have equipment ready as needed. To provide delivery service. To catalog materials.
Outcome:	Ordered, stored, classified, catalogued, assembled, scheduled, distributed, operated, maintained, and repaired ISCs.	To cross-index materials. To locate materials for delivery. To maintain repair history. To repair filmstrip projector.
Activity:	Ordering, storing, classifying, cataloging, assembling, scheduling, distributing, operating, maintaining, repairing ISCs.	Threads movie projector. Assigns code from accession list. Plans new scheduling system.
Utilization Purpose:	To bring learners into contact, whether formal or informal, with ISCs.	To help student use learning activity. To monitor individualized and self instruction. To help student select learning activities and to meet objectives.
Outcome:	Facilitation and assessment of student learning.	To analyze student learning style. To present information. To encourage interest in learning activity.
Activity:	Assigning, preparing learner for, presenting, assisting, and following up ISCs.	Discusses with student. Compares activities/learning style. Compares pre- and post-tests.

INSTRUCTIONAL DEVELOPMENT FUNCTIONS (IDF) (continued)

FUNCTION	DEFINITION	EXAMPLES
Utilization-Dissemination		
Purpose:	To bring learners into contact, whether formal or informal, with information about instructional technology.	To consult on media use and design. To maintain professional status in the field. To explain individualized instruction project to visitors.
Outcome:	Dissemination of information about instructional technology.	To answer questions about project. To learn issues/new knowledge. To demonstrate Super 8 operation.
Activity:	Taking in and giving out information about instructional technology.	Demonstrates movie projector operation. Discusses with teacher. Defines media services available.

INSTRUCTIONAL MANAGEMENT FUNCTIONS (IMF)
Functions which have as their purpose the guiding, facilitating, or controlling of the Instructional Development Functions or of other Instructional Management Functions to ensure their effective operation.

FUNCTION	DEFINITION	EXAMPLES
Organization-Management		
Purpose:	To determine, modify, or execute the objectives, philosophy, policy, structure, budget, internal and external relationships and administrative procedures of an organization performing one or several of the IDFs or the IMFs.	To administer/direct project. To monitor and change operation of center. To provide secretarial services in AV center.
Outcome:	Policy, budget, plans, coordinated activities, administrative operations.	To prepare repair list. To identify organization needs. To ascertain jobs to be done.

INSTRUCTIONAL MANAGEMENT FUNCTIONS (IMF) (Continued

FUNCTION	DEFINITION	EXAMPLES
Activity:	Defining, writing, and carrying out procedures leading to the outcomes.	Reviews purchase orders. Designs new organizational model. Analyzes problems in project.
Personnel-Management		
Purpose:	To interact with and/or to supervise the people who perform the functions.	To supervise personnel in graphics unit. To improve communications between technicians and artists. To staff projects.
Outcome:	Interpersonal interaction, discussion, supervision, employment, and personal development.	To evaluate work performed. To encourage discussion. To call repairman.
Activity:	Discussing with and speaking to other people.	Negotiates with personnel department. Questions applicants. Talks with new employees.

INSTRUCTIONAL SYSTEM COMPONENT (ISC)
All of the resources which can be designed, utilized, and combined in a systematic manner with the intent of bringing about learning.

COMPONENT	DEFINITION	EXAMPLES
Message	Information to be transmitted by the other components; takes the form of ideas, facts, meanings, data.	Any subject matter/ content, e.g., the history of the Greeks; Ohm's law; World Series results; the parliamentary system of government; conjugation of the verb "to be."
Man	People who are acting to store and/ or transmit messages.	Teacher; student; actor; speaker.
Material	Items (traditionally called software) which store messages for transmission by devices; sometimes combined in one unit with the device.	Overhead transparency; slide; filmstrip; 16 mm film; 8 mm film; videotape; record; audiotape; ISRS computer program; DAIRS computer program; P I instructional program; CAI instructional program.
Device	Items (traditionally called hardware) which transmit messages stored on materials; sometimes combined in one unit with the appropriate material.	Overhead projector; slide projector; filmstrip projector; 16 mm film projector; 8mm film projector; videotape recorder; television set; record player; radio; tape recorder; ISRS console; DAIRS console; teaching machine; talking typewriter; computer; computer input/output devices.
Materials/ Devices	A special case of materials and devices where the material is self-displaying and/or has the display device inherent in it.	Book; magazines, newspaper; encyclopedia; bulletin board; chalk board; flannel board; display; diagram; chart; poster; cartoon; flat picture; model; globe; student-response system; programmed text; games.

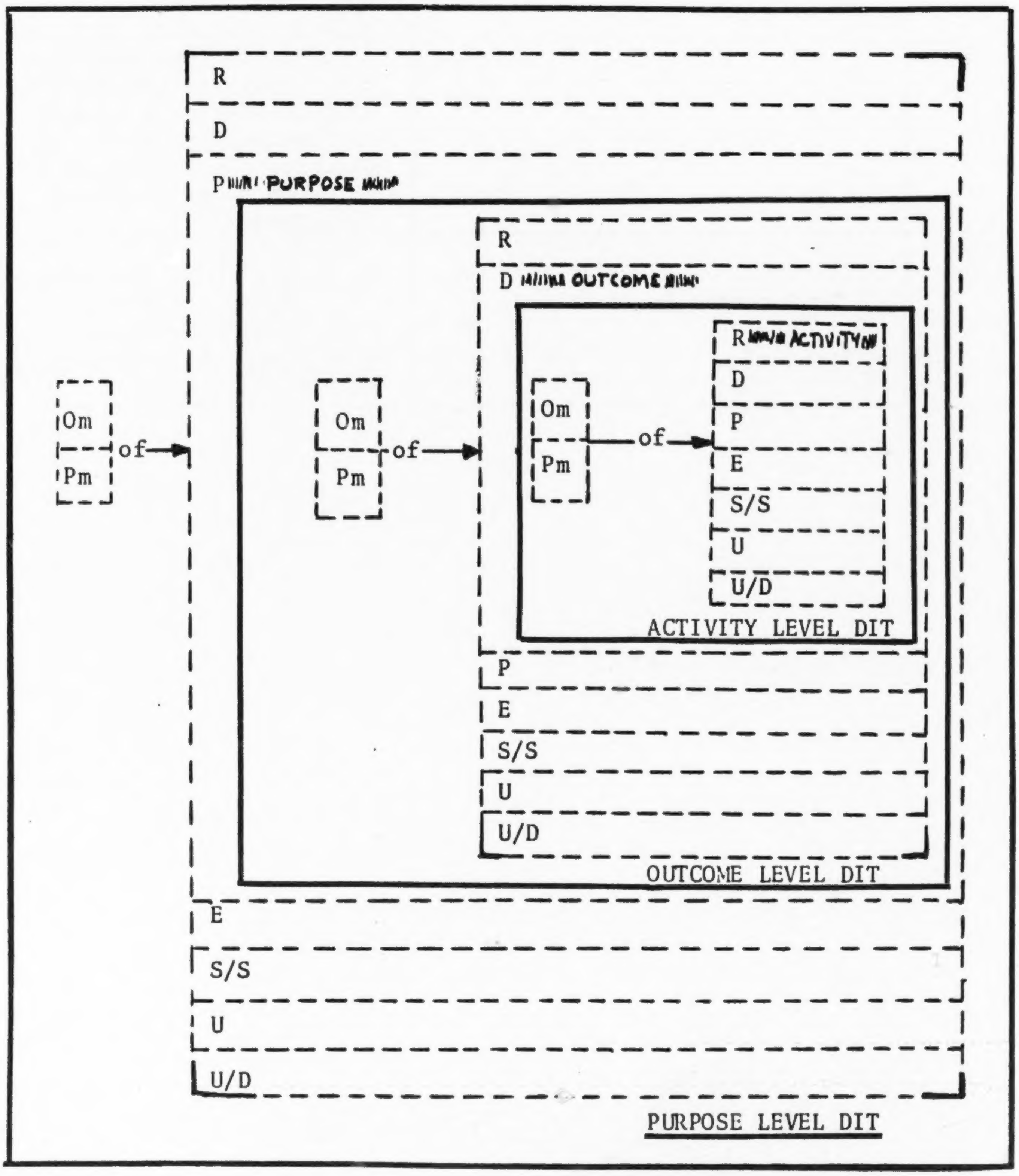
INSTRUCTIONAL SYSTEMS COMPONENTS (continued)

COMPONENT	DEFINITION	EXAMPLES
Technique	Routine procedures or pre-cast molds for using materials, devices, and man to transmit messages.	Computer-assisted instruction; programmed instruction; systems approach; simulation; gaming; discovery; inquiry; field trip; team teaching; individualized instruction; self-instruction; group instruction; lecture; discussion; non-grading; differentiated staffing; multi-media.
Setting	The total environment in which the messages are received.	Physical: school building; IMC; library; studio; classroom; auditorium. Environmental: lighting; heating acoustics.

Figure II-21

Domain of Instructional Technology Showing the Relationship of Purpose-Outcome-Activity Levels.

NOTE: The example shown is a Research Activity to produce a Design Outcome for a Production Purpose.


Om
Pm
of
R
D
P PURPOSE
Om
Pm
of
R
D OUTCOME
Om
Pm
of
R ACTIVITY
D
P
E
S/S
U
U/D
ACTIVITY LEVEL DIT
P
E
S/S
U
U/D
OUTCOME LEVEL DIT
E
S/S
U
U/D
PURPOSE LEVEL DIT

Section III

CONCLUSIONS AND RECOMMENDATIONS

Jobs in Instructional Media Study

LIST OF FIGURES (SECTION III)

Figure III-1 Procedures for Task Performance - p. 471

Figure III-2 General Model for Curriculum Development Based on JIMS Data and Methodology - p. 473

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

At the end of Phase I of the project, several major conclusions were drawn and recommendations were made regarding extensions of methodology, uses of the data, and further studies. The activities of Phase II have been concerned mainly with refining and extending the methodology developed in Phase I and with developing the instruments so that they can be utilized more readily by personnel in the field. Based on the findings of this project, the following conclusions can now be drawn about the uses of task analysis data in restructuring jobs and designing curriculum.

A. Upward mobility involves not just taking on tasks at a higher level of complexity, but a change in the focus of the job.

The FJA/DIT matrix developed during Phase I of the project was based on the assumption that upward mobility involves mastering and taking on tasks at increasingly high levels of complexity. Career ladders could therefore be designed so that each step in the ladder involved higher level tasks either with the same orientation to Data, People or Things or within the same DIT function. This assumption has proved to be simplistic. The correlations run in Phase II of the project showed that the single scale which correlated most with all other measures of increasing levels of complexity, whether they are Functional Skills, or General Educational Development, is the Worker Instruction Scale.

An analysis of the Worker Instruction scale shows that in addition to measuring the increased responsibility which the worker must deal with in task performance, the scale also reflects a shift in the focus of task performance as tasks become more complex. Thus, at the lower WI levels, tasks can be seen as discrete activities. At the middle WI levels individual tasks become subsumed under clusters of tasks with similar outcomes. At the higher WI levels of the scale, tasks are seen as part of a sequence of activities leading to an overall goal or purpose.

For example, at the low level, answering the telephone is seen as a task in itself, and in the case of a receptionist, might be included as a component of a job description. At the middle level, answering the telephone is still part of a job but instead of being an entity in itself, is important only in relation to other tasks with similar outcomes. Thus, answering the telephone might be part of a broader responsibility grouping in a job description such as "providing information on the department". At the upper or advanced level, answering the telephone is a task which still must be performed but it will now be subsumed under a whole sequence of other tasks which are aimed towards meeting overall goals. Thus, at the high level, a worker might answer the telephone as one of the activities which must be performed to "negotiate funds for the department."

B. Three levels of task performance - Entry, Middle and Advanced - can be defined.

The different levels of personnel could be broken into any number of categories. There are 8 levels of definition on the Worker Instruction scale and it would be possible to have a level of personnel to correspond to each of these. It would also be possible to have two, or four, distinct levels. However, for the purposes of this study it seemed reasonable to break the levels into three main categories, which have been labelled Entry, Middle and Advanced. The chart on the following page describes how tasks are performed at each of the three levels.

C. Training Curriculum and Task Inventories for Job Restructuring cannot take the same format for all levels of personnel.

Because jobs at different levels are not simply composed of tasks at different levels of complexity, but have an entirely different focus, training curriculum and task inventories used for job restructuring must reflect the different focus for each of the levels.

Therefore there are three separate formats for the task inventories and curriculum guidelines to reflect the three levels of personnel which have been defined. The main difference between them is that the Entry Level printouts are organized according to Activities, the Middle Level printouts are organized according to Outcomes, and the Advanced Level printouts are organized according to Purposes.

D. Task Inventories can be used in the instructional media field to identify tasks performed, frequency of occurrence and importance to job.

The format used for the task inventory has already been extensively researched and tested in the Air Force (Marsh, et al., 1961) Based on the results of the JIMS pilot test, it can be concluded that this format and approach is applicable to the instructional media field and that the task inventory can become an extremely useful tool for management and training purposes.

Figure III-1

Procedures for Task Performance

1. ENTRY	2. MIDDLE	3. ADVANCED
Definition Follows specific instructions to perform discrete procedures (Activities) according to set standards/criteria	Definition Selects/uses standards to perform a sequence of procedures to produce an outcome	Definition Determines purposes/outcomes/standards and procedures to fulfill Purposes
There are standards/criteria for task performance	There are standards/criteria for task performance	There exists a problem
There are discrete procedures	Synthesizes/selects standards	Defines the reason for the problem
There are explicit instructions	There are procedures for applying the standards to produce an outcome	There are/he devises standards/parameters for the solution to the problem.
Follows instructions to perform procedures	Synthesizes/selects procedures	Selects/devises alternative solutions
	Follows procedures to produce outcome	There are/he devises procedures for implementing solutions
		Supervises others or performs procedure himself
		Monitors process

E. Curriculum Guidelines can be developed from Task Analysis data.

Using the model for task performance, curriculum guidelines were developed to reflect the focus of the different levels of personnel. In this way, a training model can also be developed which will allow the curriculum designer to translate the listings of tasks in the guidelines into specifications for curriculum.

One evident conclusion to be drawn from the curriculum guidelines is that a listing of task statements drawn from job analysis observation or interview cannot be complete. The listing will reflect only those tasks which are readily observable by the analyst, or which the worker is aware of performing. There are many other steps involved in task performance, especially those concerned with decision-making, with using reference sources, and selecting appropriate standards or procedures. These tasks must be trained for, but will rarely be reflected in a data bank of task statements.

F. A model for developing curriculum units from the Curriculum Guidelines can be developed.

The curriculum guidelines are the resource for the curriculum designer in designing training programs. They can be converted into curriculum only by using a training approach, or general model which is based on an understanding of Functional Job Analysis and the Domain of Instructional Technology. The model appears as Figure III-2 on the following page. This model can be applied to any unit in the data bank, regardless of the level or content.

Recommendations

A great deal of time and money has already been invested to produce the results described in this report. It is believed, that in addition to providing a significant contribution to the field of curriculum research in terms of the methodology which has been developed, the project has also been of great benefit to the instructional media field by providing for the first time a comprehensive listing of tasks performed and a model for translating this listing into curriculum.

While the products already developed by JIMS are important and essential steps toward the goals of designing training programs and job structures, they are not sufficient to reach the goals. In order for the currently existing models and guidelines to be of help to an individual who is seeking job training, they must be translated into actual training curricula from which he can learn the necessary skills.

Figure III-2

General Model for Curriculum Development Based on JIMS Data and Methodology

STEP 1

Identify level of learner (Entry, Middle, or Advanced)
(Use definitions of levels, Section II A, p. 38)

STEP 2

Select appropriate procedures for Training (Entry, Middle or Advanced)
(Use Figure II-13, Procedures for Training)

STEP 3

Select group of tasks from data bank
(Use computer printout of task listings)

STEP 4

Develop unit objective
(Use unit heading from Step 3 + Level of Learner heading from Procedures for Training from Step 2)

STEP 5

Develop behavioral objectives
(Use task statements from Step 3 + steps in Procedures for Training from Step 2)

STEP 6

Assign training type to behavioral objectives (DIT, FS, or WI)
(Use notations on steps in Procedures for Training from Step 2)

STEP 7

Write sub-objectives for each behavioral objective
(Use behavioral objectives from Step 5 + Training type notations on objectives from Step 6 + DIT, FS, and WI codes on task statements in computer printout from Step 3)

STEP 8

Identify learning conditions for sub-objectives
(Use Gagne (1965) Figure 11-16 or other learning theory + sub-objectives from Step 7)

STEP 9

Identify instructional medium/events
(Use learning conditions from Step 8 + sub-objectives from Step 7)

It is suggested that the most effective way of ensuring the maximum and most rapid utilization of the project results would be for personnel, training in JIMS methodology, to work closely with other instructional technologists in the field. In this way, the gap between development and utilization would be narrowed since materials would be developed with the collaboration of practitioners in the field.

A proposal has already been submitted to recommend establishing such a relationship with the Instructional Development Institute at Syracuse University, and efforts have been made to ensure that they will carry on the development work after JIMS has ended.

SECTION IV

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Jobs in Instructional Media Study

IV. REFERENCES AND BIBLIOGRAPHY

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SECTION V

APPENDICES

Jobs in Instructional Media Study

V APPENDICES

Appendix A. Interim Report - Jobs in Instructional Media Study (304 pp.)

Appendix B. Listing of Media Technician Training Programs. (as published by AECT)

APPENDIX A

INTERIM REPORT

Project No. 8-0688

Grant No. OEG-0-8-080688-4494 (085)

JOBS IN INSTRUCTIONAL MEDIA STUDY (JIMS)

(formerly entitled MANPOWER AND INSTRUCTIONAL MEDIA:
A STUDY OF JOBS, PERSONNEL, AND TRAINING

C. James Wallington
Anna L. Hyer
Freda D. Bernotavicz
Pryor Hale
Kenneth Silber
Department of Audiovisual Instruction
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

November, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

ED 037 088

APPENDIX B

Training Programs for Media Support Personnel: An Annotated Directory

aect
1201 Sixteenth Street, N.W.
Washington, D.C 20036

TRAINING PROGRAMS FOR MEDIA SUPPORT PERSONNEL
AN ANNOTATED DIRECTORY

Freda D. Bernotavicz,
Pamela Kenyon
and
C. James Wallington

Originally released through
Jobs in Instructional Media Study (JIMS)
under a contract with the
U.S. Office of Education

August 1970

Published by
ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
A National Affiliate of the
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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The field of instructional media is varied, exciting and growing rapidly, and as the field expands trained personnel are desperately needed. Not all of the jobs needing to be done require an advanced academic credential and as specialization increases there is more and more demand for support personnel with technical training, the kind of training which can be obtained in a two year college.

Media support personnel might be employed in a variety of situations ranging from a TV technician in an ITV studio, to a Teacher Aide showing movies to children, to a Graphics Technician engaged in producing visuals for a slide/tape presentation. In order to meet the need for media-support personnel with training relevant to the kinds of tasks needing to be performed, the Jobs in Instructional Media Study (JIMS) was designed.

Begun in September 1968, JIMS is a research project funded by the Division of Vocational Education, U.S. Office of Education and sponsored by the Division of Educational Technology, National Education Association. The primary objective of the project is to look at jobs as they are performed in the instructional media field, with a particular emphasis on the support personnel level, in order to recommend new ways of using staff available by designing job structures and career ladders, and to recommend training programs relevant to the tasks which need to be performed. In order to conduct this analysis of work performed, JIMS examined two aspects of the instructional media field - what gets done and what the worker does.

A theoretical model of the field of instructional media - entitled the Domain of Instructional Technology - was adopted as a way of looking at what gets done in the field. This model describes the functions which need to be performed to meet the objectives of the field. The technique of Functional Job Analysis (FJA) was used to look at what the worker does. This technique is based on the premise that every thing that a worker does on a job can be seen in terms of its relationship to Data, People and Things and that this relationship can be coded according to its Orientation and Level of complexity.

In the first phase of the project (from September 1968 to September 1969), the work of more than one hundred people, 40% "professional" and 60% "paraprofessional," was observed and analyzed according to these two analytical tools. The sample of workers was drawn from public schools, colleges and universities, industrial facilities, and governmental and military sites. The jobs observed were broken down into a total of over 1,200 tasks. These tasks were placed in a two-dimensional matrix which is a way of looking at the instructional media field in terms of what the worker does and what gets done. In any one cell of the matrix are grouped tasks which have the same Orientation and Level of complexity of Functional Job Analysis and the same Purpose and Activity of the Domain of Instructional Technology.

A detailed report on the methodology and findings of the first phase of the project is available from the Association for Educational Communications and Technology (formerly DAVI).[1] A discussion of the implications and practical applications of the data has also been published.[2]

In addition to observing tasks performed in the instructional media field, JIMS also conducted a survey of the existing programs in two-year colleges to train media-support personnel. The results of that survey have been updated for this monograph. The information was gathered from questionnaires mailed to the presidents of 1,025 Junior, Technical and Community Colleges. The emphasis was upon programs for educational media personnel with generalist training. This includes programs with a number of required courses, comprising not less than one-third of the total program, in the theory, production and maintenance of AV materials and equipment. Specialist programs in Radio/TV, computer technology, Graphic Arts, Photographic Arts, Photography etc. were eliminated in favor of those programs which trained students in a variety of skills related to instructional media in order to prepare them for positions in schools, business and industry. Similarly, programs to train Media Aides in libraries, which might include one or two courses in media production techniques, are not included in this listing. Further information on such programs may be obtained from the following sources:

---

[1] Wallington, C. James; Hyer, Anna L.; Bernotavicz, Freda D.; Hale, Pryor; and Silber, Kenneth. *Jobs in Instructional Media Study (JIMS).* Washington, D.C. U.S. Office of Education, 1969. (Interim Report to Bureau of Research, U.S. Office of Education Grant No. OEG-0-8-080688-4494 (085)

[2] Bernotavicz, Freda and Wallington, C. James. "Act I of JIMS," *Audiovisual Instruction,* May, 1970.

PHOTOGRAPHY:

Horrel, William C. "A Survey of Photographic Instruction" Third Edition, 1968. Available from Consumer Markets Division, Eastman Kodak Company, Rochester, N.Y. 14650, at no cost.

RADIO/TV:

"Radio/TV Degree Programs and Course Work in American 4-year and 2-year Colleges and Universities". Broadcast Education, 12th Report. Washington, D.C.: National Association of Broadcasters, 1970. Available from NAB, 1771 N Street, N.W., Washington, D.C. 20036. Single copies at no cost.

GRAPHIC ARTS:

"Technical Schools, Colleges & Universities Offering Courses in Graphic Communications." Pittsburgh, Pa.: Education Council of the Graphic Arts Industry, Inc., 1968. Available from Education Council of the Graphic Arts Industry, Inc., 4615 Forbes Avenue, Pittsburgh, Pa. 15213. No cost.

LIBRARY TECHNOLOGY:

"Directory of Institutions Offering or Developing Programs in Library Technology in the U.S. or Canada" Second Edition, John B. Nicholson, Jr. Editor. Available from Mr. Nicholson at Langsdale Library, 1420 Maryland Ave., Baltimore, Maryland 21201. Price–$2.00 in the United States and Canada, $2.50 elsewhere. The information in the directory is updated by notices of new programs appearing in the quarterly newsletter of the Council on Library Technology (COLT), subscription, $1.00/year, available from the same address.

As a result of the JIMS survey of programs to train media-support personnel, information is now available on fifteen (15) institutions with operating programs. In addition to details on the program and course descriptions for the core courses, information is also provided on how long the program has been in operation, the number of students enrolled in the program and its anticipated growth.

With the exception of the program at Portland Community College, which began in 1963, none of these programs is more than two years old. This shows an exponential increase in programs in recent years, from 1 to 15 in 7 years. In addition, 110 respondents to the initial questionnaire indicated that they had definite plans to begin a program to train media-related personnel within the next two or three years. The field and the need for trained personnel are obviously growing fast.

The data gathered through FJA in JIMS can be used to great advantage by these burgeoning programs. The study has provided an extensive listing of statements, describing in behavioral terms what workers do on the job. This data can be used by curriculum designers to coordinate their training program with what their trainees will be expected to do on the job. In addition, the data provides, for the first time, an empirical basis for distinguishing between the tasks which might appropriately be performed by someone employed in a media-support capacity and those which require a high level of specialization. In this way, the controversial and invidious labels, such as paraprofessional, subprofessional, etc., can be eliminated. Based on the data from JIMS, three levels of tasks have been identified. These are:

AIDES: have specific instructions about the tasks they perform. The task may be only part of a process, the other parts of which the aide cannot or does not control, e.g., running the ditto machine, but not necessarily preparing the stencil or collating the pages run off. Aides can be trained for a task in a relatively short period of time since almost everything they need to know is contained in the task. Aides are not required to solve problems external to the task. If something happens which is not covered by the instructions, the aide asks for help and cannot be held responsible for solving the problem.

TECHNICIANS: have instructions which deal more with a cluster of tasks leading to a specified output. The technician may have a choice of routines to reach a given output. He has a broader view of the situation and is expected to generalize more from task to task than the aide. The technician is responsible for the product as long as all of the routines necessary to reach the output have been specified and made available to him. The example would be of a technician being told to produce six 8x10 prints from a given negative.

SPECIALISTS: do not have tasks specified. They are responsible for a general problem and must determine what the product should be as well as how to achieve it. Having defined the goals, they are often forced to develop the routines of tasks necessary to achieve the goals. They deal with a broad process approach.

The approach suggested requires a radical rethinking of one's concepts of jobs, workers and the labels by which they are defined. It is, however, an approach which is rich in promise for a field which is rapidly changing and expanding.

It is hoped that this listing will be useful to both potential students wishing to find out about training programs, to colleges who might be thinking of beginning such a program and to the colleges who already have operating programs so that they might exchange information to their mutual benefit. In order to provide such a service to the field, AECT is considering the issue of an updated listing annually. If you know of any program, either in a two-year institution or in a high school, which you feel should be included, please send the information to:

Director of Publications
Association for Educational Communications and Technology
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

ANNE ARUNDEL COMMUNITY COLLEGE

Arnold, Maryland 21012

CONTACT: William B. Coates, Director

Anne Arundel Community College is a two-year institution with an enrollment of 2,500 and is accredited by the Middle States Association of Colleges and Secondary Schools.

In 1967, a two-year program was introduced to train **MULTI-MEDIA TECHNICIANS.** This program leads to an Associate in Arts Degree. In 1969, there were five graduates from this program, thirty are expected three years from now. Two of this year's graduates are employed in education, three in the military/government and one in business/industry.

Students in this program are prepared for employment in both industrial and educational settings. Opportunities exist in sales, sales training, in-plant training, advertising and illustration in an industrial concern. Schools and colleges have a rapidly expanding need for multi-media technicians to aid in instruction and presentation.

MULTI-MEDIA TECHNOLOGY PROGRAM COURSE OF STUDY

		Semester	
		I	II
FIRST YEAR			
English 111-112	Composition and Introduction to Literature I-II	3	3
Speech 111	Fundamentals of Speech	3	
Art 122	Fundamentals of Design		3
Secretarial Science 111[1]	Elementary Typewriting		3
Multi-Media 111-112	Media Materials and Processes I-II	4	4
Multi-Media 121-122	Photography I-II	3	3
Multi-Media 113	Introduction to Graphics	3	
Physical Education	Physical Activities	1	1
		17	17
SECOND YEAR			
Multi-Media 204	Basic Film Making	3	
Multi-Media 211	Beginning Television	3	
Multi-Media 222	Television Methods		3
Multi-Media 232	Media Administration		3
Multi-Media 242	Multi-Media Projects		4
Multi-Media 261	Art Layout and Photography for Reproduction		3
Psychology 111	Introduction to Psychology	3	
Psychology 231	Human Relations	3	
Physical Education	Physical Activities	1	1
Electives[2]		4	3
		17	17

[1] Students demonstrating proficiency by a test may have this course waived; student will substitute an elective from group below.

[2] Electives may be chosen from among the following fields: English, art, economics, history, social sciences or science.

COURSE DESCRIPTIONS

MM 111 MEDIA MATERIALS AND PROCESSES I (4 Semester hours)
Two hours of lecture and six hours of laboratory weekly; one semester
Laboratory Fee: $5.00

An introduction to the history and development of printing; the theory and practice of duplicating and printing methods (spirit duplication, stencil duplication, whiteprint, diazo, offset printing, etc.) necessary in today's business and industry.

MM 112 MEDIA MATERIALS AND PROCESSES II (4 Semester hours)
Two hours of lecture and six hours of laboratory weekly; one semester
Laboratory Fee: $5.00

A study of auditory communication; the theory of sound and acoustics; the use of auditory methods such as the lecture, the transmission of sound on radio, phonorecording and audio tape; the practice of recording; the use of amplifiers and preamplifiers and electronic circuitry; the synchronization of sound to the visual processes; preparation of audio programming.

MM 121 PHOTOGRAPHY I (3 Semester hours)
Two hours of lecture and three hours of laboratory weekly; one semester
Laboratory Fee: $5.00

An introduction to black and white photography and its processes, including arts of a camera, darkroom techniques, picture-taking and aesthetic appreciation of good photography, accessories as tools of the professional photographer.

Students are required to provide their own camera, photographic film and sensitized paper used in this course.

MM 122 PHOTOGRAPHY II (3 Semester hours)
Two hours of lecture and three hours of laboratory weekly; one semester
Laboratory Fee: $5.00

A study of the relationship of photography to other audio and visual processes; the history of photography; color materials and processes used today; application of color photography in today's industry.

Students are required to provied their own camera, photographic film and other accessories in this course.

MM 211 BEGINNING TELEVISION (3 Semester hours)
One hour of lecture and four hours of laboratory weekly; one semester

The theory of open and closed circuit television methods; the understanding of equipment used in television programming; studio design; adaptation of video methods to industrial usage.

MM 222 TELEVISION METHODS (3 Semester hours)
One hour of lecture and four hours of laboratory weekly; one semester

Actual television program production to apply video techniques, script writing and directing; micro-projection for television and adapting other audio and visual processes to the television screen; properties and special effects, sets and backgrounds are produced in actual student presentations.

MM 232 MEDIA ADMINISTRATION (3 Semester hours)
Three hours of lecture weekly; one semester

The functions and responsibilities of the media specialist in an industrial or educational audio visual department; business procedures in ordering, inventorying, maintenance, budgeting for a media operation. Responsibilities and opportunities for media specialists are surveyed. Media facilities are designed and equipment evaluated. Legal aspects of media production involving copyright are discussed

MM 242 MULTI-MEDIA PROJECTS (4 Semester hours)
Two hours of lecture and six hours of laboratory weekly; one semester
Laboratory Fee: $5.00

Student preparation of multi-media programs; evaluations of commercially produced audio and visual materials; demonstrations of effective audio and visual presentations of students; the multi-media approach in industry and education.

MM113 INTRODUCTION TO GRAPHIC ARTS PRODUCTION (3 Semester hours)
Two hours of lecture and three hours of laboratory weekly; one semester
A basic course in lettering techniques, design principles, typography, figure and cartoon drawing, industrial graphs, maps, charts, and overall composition of non-projected materials. Students will provide themselves with a basic set of magic markers and lettering pens.

MM204 BASIC FILM MAKING (3 Semester hours)
Two hours of lecture and three hours of laboratory weekly; one semester
An introductory course to the fundamental techniques of camera use, production planning, indoor and outdoor shooting procedures. Emphasis will be on the creation of teaching and demonstration films, script outlining and film editing. Students must provide their own film.

CITY COLLEGE OF SAN FRANCISCO
San Francisco, California 94112

CONTACT: Jules Fraden, Dean of Instruction

City College of San Francisco is a public two-year college, accredited by the Western Association of Schools and Colleges. It has an enrollment of 12,438.

This College offers a two-year program in **AUDIO-VISUAL SERVICES** designed to prepare students for employment as specialists in the use and operation of audio-visual equipment and in the preparation of instructional displays for use in schools on all levels, especially elementary and secondary schools. Graduates are also qualified for employment as specialists in these capacities in the central instructional materials departments in public and private school systems. The curriculum leads to an Associate in Arts Degree.

AUDIO-VISUAL SERVICES PROGRAM
COURSE OF STUDY

FIRST SEMESTER

	UNITS
Art 57 (fall only)	4
* Business 80	2
Communication or English	3
Community Service 50	1
Library Technology 51	3
Mathematics E or electives	1
Personal Health	2
Physical Education	½
	16½

SECOND SEMESTER

	UNITS
Art 59 (spring only)	3
Business 83	3
Communication or English	3
Photography 75	3
Physical Education	½
Electives (to be chosen from those listed below)	4
	16½

THIRD SEMESTER

	UNITS
Community Service 70A	3
Photography 65	2
Physical Education	½
Political Science 36 or 56	3
Psychology 60 (fall only)	3
Speech G12	3
Electives (to be chosen from those listed below)	2
	16½

FOURTH SEMESTER

	UNITS
Art 60 (spring only)	3
Community Service 70B	3
Physical Education	½
Television and Radio Broadcasting 29	3
Electives (to be chosen from those listed below)	7
	16½

* Not required of students who demonstrate their ability to type at least 40 words a minute.

ELECTIVE COURSES

Students must complete at least one course from each of any three of the following groups:

1. Art 52A, 53
2. Humanities G11A, G11B, 51A, 51B
3. Library Technology 55
4. Natural Science: Life Science G11 or Zoology 10; Physical Science G11 or Physics 10
5. Photography 70, 81A, 81B
6. Printing Technology 64A or 64B, 66
7. Social Science: Psychology 1, G2, G7; Sociology G11

AUDIO-VISUAL SERVICES
COURSE DESCRIPTION

Art 57

INSTRUCTIONAL VISUALS (4) FALL
Three lectures and one three-hour laboratory period
Exploration of techniques and media used in visual instruction with emphasis on available materials required.

Art 59

INSTRUCTIONAL MEDIA (3) SPRING
Two lectures and one two-hour laboratory period
Prerequisites: Art 57 or consent of instructor
Lectures cover the philosophy of the audio-visual movement, its importance in the field of communication in general, and its application to education in particular. Laboratory periods include instruction and practice in the following: the use of bulletin boards, flannel boards, magnetic boards, 35mm slides, and other simple materials; preparation of materials for the overhead projector, tape recorder, and other machines; development of skill in handling the various kinds of audio-visual equipment.

Art 60

AUDIO-VISUAL SERVICES (3) SPRING
One three-hour discussion-laboratory period
Prerequisites: Teacher Assisting 57 and 59 or consent of instructor
Theory and methods of preparing audio-visual materials for classroom use, including advanced projects in the preparation of graphs, charts, models, photographs, slides and other materials. Consideration of television, films, and filmstrips as aids in learning.

Community Service 50

ORIENTATION TO TEACHER ASSISTING AND AUDIO-VISUAL SERVICES (1) FALL
One one-hour lecture
Trends in teacher assisting and audio-visual services. Educational requirements and employment opportunities for technicians, assistants, and aides in education.

Television and Radio Broadcasting 29
TELEVISION WORKSHOP (3) each semester

Hours by arrangement (A minimum of nine hours of attendance is required weekly. However, students who enroll for work-experience credit are required to attend class for a minimum of 15 hours weekly.)
Prerequisite: Consent of the instructor
Designed to give students knowledge of and experience in the techniques and skills used in television production. Facilities include cameras, lights, projectors, audio equipment, and other components of the College closed-circuit television broadcasting system. Projects planned to meet the needs of students majoring in advertising, advertising art and design, architecture, broadcasting, drama, electronics engineering, fine arts, journalism, photography, printing technology, visual-production technology, and audio-visual services.

Photography 75
FUNDAMENTALS OF PHOTOGRAPHY (3) each semester

Two lectures and one three-hour laboratory period
A basic course in photography, dealing with the fundamentals of exposure, development, contact printing, enlarging, copying, filters, and basic techniques in the use of cameras.

Photography 65
FUNDAMENTALS OF COLOR PHOTOGRAPHY (2) each semester

One four-hour lecture-laboratory period; field trips as required
Prerequisites: Photography 80 or permission of the Department adviser; passing the entrance examination in mathematics or concurrent enrollment in Business 60 or 61 or Mathematics E.
Basic principles of photographing with reversal color film. Discussion of cameras and projectors, exposure and composition, kinds and types of films. Class demonstrations and projection and criticism of color transparencies made by students.

COLUMBUS TECHNICAL INSTITUTE

Columbus, Ohio 43215

CONTACT: Russell W. Jordan, Director of Education

In Fall 1971 Columbus Technical Institute plans to begin a program in **AUDIO-VISUAL TECHNOLOGY** leading to an Associate of Applied Science degree.

The Audio-Visual Technology curriculum offers study in general education - communication skills and the social sciences as well as courses related to the education profession - the school system, psychology, principles of learning, and foundations of education. The curriculum also includes study of techniques of preparation of audio and visual materials and operation of equipment. A three-week "School Field Experience" preceding the fourth quarter and a sixth quarter school internship are also included in the program.

AUDIO-VISUAL TECHNOLOGY PROGRAM
COURSE OF STUDY

FIRST QUARTER						
1001 - Communication Skills I	3	2		3		
1131 - Business Math I	5		4			
7001 - The School System	3				2	
7002 - General Psychology	4		3			
7201 - Educational Media I - Graphics	3	6	6			
	18	8	13	3	2	= 18
SECOND QUARTER						
1002 - Communication Skills II	5			3		
7003 - Principles of Learning	3		3			
7202 - Educational Media II - Graphics	3	6	6			
7203 - Educational Media III - Photography	3	6			6	
	14	12	9	3	6	= 18
THIRD QUARTER						
1003 - Communication Skills III	5			3		
1514 - Sociology	3			3		
7204 - Educational Media IV - Photography	3	6			6	
7211 - Educational Media	3				3	
7213 - Projection Techniques	3	2			3	
	17	8		6	12	= 18
7012 - School Field Experience	120 Contact Hours 2 = 2					
FOURTH QUARTER						
1004 - Communication Skills IV	5			3		
1516 - Political Science	2			2		
7004 - Foundations of Education	3		3			
7013 - School Field Experience Seminar	1				1	
7205 - Educational Media V - Audio	3	6			6	
7214 - Functions of the Media Center I	3	2			3	
	17	8	3	5	10	= 18

FIFTH QUARTER						
1024 - Speech	3			2		
1515 - Human Behavior	2			2		
1805 - General Economics	2			2		
7206 - Educational Media VI - Television	3	6			6	
7215 - Functions of the Media Center II	3	2			3	
7225 - Maintenance of Equipment and Materials	2	4			3	
	15	12		6	12	= 18
SIXTH QUARTER						
7006 - Education Seminar	3	0			3	
7207 - Educational Media VII - Recent Trends	2	2			3	
7216 - Special Problems in Educational Media	4	4			5	
7281 - Audio-Visual Internship	0	20			7	
	9	26			18	= 18
TOTALS	90	74	25	23	60	= 110

AUDIO-VISUAL TECHNOLOGY COURSE DESCRIPTION

7201 EDUCATIONAL MEDIA I --- GRAPHICS

This course is designed to develop scientific skills in the area of graphic arts to develop an understanding of their relationship to the learning process. As well as discussing their learning effects and design methods of graphic preparation, will include the use of the typewriter and composing machine, lettering illustrations, layout and design, posters and bulletin boards, charts, and graphs.

7202 EDUCATIONAL MEDIA II --- GRAPHICS

A continuation of Course 7201 to include preparation of materials for duplicating processes (spirit, mimeograph, offset, electrostatic, infrared, diazo); binding methods. Preparation of materials for overhead projection, slides, and television production.

7203 EDUCATIONAL MEDIA III --- PHOTOGRAPHY

The reasons for, design of, and methods of preparation of photographic media. This course includes a study of black and white still photography. Topics include choice of subjects, use of the camera, development of film, and print-making and enlarging techniques for the mounting of prints.

7204 EDUCATIONAL MEDIA IV --- PHOTOGRAPHY

A continuation of Course 7203 to include color still and motion pictures photography. Special attention is given to the copy camera and close-up photography. The production of cartridge film loops. High-contrast photography.

7205 EDUCATIONAL MEDIA V --- AUDIO

The basic electronics of systems: discs, tape recorders, television, and public address systems. Basic acoustics: maintenance of audio equipment; principles and procedure of radio broadcasting. Proper placement of equipment in relation to audience.

7206 EDUCATIONAL MEDIA VI --- TELEVISION

Educational television production techniques, planning, preparation, utilization, presentation, camera operation, and floor direction. Minor maintenance and adjustment of television equipment.

7207 EDUCATIONAL MEDIA VII --- RECENT TRENDS

Principles of programmed instruction. Types of programs and devices, their operation and maintenance. Operation of language laboratories. Computer assisted programmed learning.

7211 EDUCATIONAL MEDIA

This course deals briefly with the history and philosophy of the audio-visual field then emphasizes the role of audio-visual techniques in learning. Learning experiences involving all the senses are studied and "Dale's Cone of Learning" is studied. The need for educational media in school teaching is discussed.

7213 PROJECTION TECHNIQUES

Techniques of presentation of A-V materials to an audience. Arrangement of projection systems and audience, operation of overhead and opaque projectors, slide and filmstrip projectors, motion picture projections, microprojector and television receiver.

7214 FUNCTIONS OF THE MEDIA CENTER I

Function and operation of A-V center including processing and cataloging of materials, scheduling of materials, equipment, and operators, inventory, ordering of materials. Classroom and school displays.

7215 FUNCTIONS OF THE MEDIA CENTER II

This course delves into the problems of group dynamics. The group approach to defining and selecting solutions to problems. How to effectively instruct others in the use of A-V equipment. How to make others available with available materials and services. Community and industrial sources.

7216 SPECIAL PROBLEMS IN EDUCATIONAL MEDIA

This final quarter course enables the student to create a series of actual audio-visual materials. The student uses skills learned in previous quarters and during the field experience. Projects will be selected and completed by the student under the supervision of the instructor.

7225 MAINTENANCE OF EQUIPMENT AND MATERIALS

This course presents methods of minor maintenance, adjustment, and cleaning of A-V equipment as well as procedures for accomplishing major repair by outside sources. Topics of study include electrical repair, soldering, tube testing, film and tape splicing.

7281 AUDIO-VISUAL INTERNSHIP

The student is placed in an elementary, junior, or senior high school or higher education institution four hours daily for the quarter. He is made responsible to an Educational Media Specialist and takes part in the activities of an Audio-Visual Technician. His experience is supervised by the specialist and a faculty member of the Institute who makes regular visits to the school.

COLLEGE OF DUPAGE

Glen Ellyn, Illinois

CONTACT: Carter D. Carroll, Coordinator, Media Consultant Program

College of DuPage is a two-year community college with an enrollment of approximately 8,000 students. In the Spring of 1970, the College initiated a two-year Associate in Applied Sciences degree program for the training of **MEDIA CONSULTANTS.**

The program is designed to provide students with a knowledge of the arts and skills of media for use in the non-broadcast areas of education, medicine, government, industry, and commerce. Each student is given 45 quarter hours in media, 25 hours in the arts, and 30 hours in a special area of study in which the graduate intends to use his media training.

MEDIA CONSULTANT PROGRAM
COURSE OF STUDY

FIRST YEAR

First Quarter

English 101	3
Specialty	5
Media 100: History of Communications	4
Media 110: Media Technology	3
Media 112: Media Application	3
	18 hours

Second Quarter

English 102	3
Specialty	5
Media 120: Media Design & Production	4
Media 130: Principles of Sound & Audio Production	4
	16 hours

Third Quarter

English 103	3
Specialty	5
Speech 100	5
Photography 100	5
Media 199: Audio Practicum	
	18 hours

SECOND YEAR

First Quarter

Speech 110	5
Specialty	5
Photography 103	5
Media 201 (Television Production)	3
Media 299 (Television Practicum)	
	18 hours

Second Quarter

Speech 120 or elective	5
Specialty	5
Media 202 Television Pro.	3
Media 210 Cinematography	3
Media 230 (Media Presentation I*)	2
Media 298 Film Practicum	
	18 hours

Third Quarter

Theatre 200	5
Specialty	5
Elective or Poly Sci.	3-5
Media 212 Cinematography	3
Media 232 (Media Presentation II*)	
	18 hours

Audio, television, and film practicals involves 90 hours of actual production and problem-solving within non-studio conditions. Visitations to manufacturers of hardware and producers of software will also be included.

* Media Presentation I: Required productions are designed to meet the demand of the student's intended area of employment. The presentations are structured for small audiences (under twenty).

* Media Presentation II: Continuation of Media Presentation I but presentations are structured for large audiences (20-1000).

COURSE DESCRIPTION

Media 100: HISTORY OF COMMUNICATIONS
Historical account of man's efforts at communication. Emphasis will be given to the consequences of the Industrial Revolution upon communications and the technological advances made in the field since the inventions of Edison.

Media 110: MEDIA TECHNOLOGY
The study of mediaware and the technology employed in the communicative process.

Media 112: MEDIA APPLICATION
The appropriateness of media in solving communication problems and the unique limitations of each medium. Media will be designed, selected, and prepared for use.

Media 120: MEDIA DESIGN AND PRODUCTION
Development of audio-visual materials for presentations. Production techniques will be studied in the preparation of projected and non-projected materials.

Media 130: PRINCIPLES OF SOUND AND AUDIO PRODUCTION
The technology of sound recording and production. The course will entail knowledge in basic principles of sound waves, microphones, amplifiers, magnetic recording and recording equipment.

Media 199: AUDIO PRACTICUM
Individual and small-group audio production sessions held weekly under professional direction and supervision.

Media 201: TELEVISION PRODUCTION
A study of the mechanics and techniques of television production as applied to the non-broadcast areas of endeavor.

Media 299: TELEVISION PRACTICUM
Individual and small-group television production sessions under professional direction and supervision.

Media 202: TELEVISION PRODUCTION
Aesthetics of television production as applied to non-broadcast uses.

Media 210: CINEMATOGRAPHY
Introduction to filmmaking with actual film production in 16mm and 8mm formats. Equipment, films, composition, lighting, and editing.

Media 298: FILM PRACTICUM
Individual and small-group film production sessions held under professional direction.

Media 230: MEDIA PRESENTATION I
Media production and problem solving. Required productions are designed to meet the demands of the student's intended area of employment. Productions are directed to communicate knowledge to small audiences.

Media 212: CINEMATOGRAPHY

Advanced work in lighting, filming, and editing: an introduction to syn-sound and special effects with a final project being a syn-sound film clip.

Media 232: MEDIA PRESENTATION II

Media production and problem solving. Required productions are designed to meet the demands of the individual's intended area of employment. Productions are directed to communicate knowledge to large audiences.

GROSSMONT COLLEGE

El Cajon, California 92020

CONTACT: Richard S. Meyers, Instructional Media Coordinator

Grossmont College, with an enrollment of about 7,800 is accredited by the Western Association of Schools and Colleges.

In the Fall of 1969, they began a program with a major in **INSTRUCTIONAL MEDIA TECHNOLOGY** leading to an Associate Degree.

Students enrolling in the Instructional Media Technology program learn how to prepare materials in the areas of photography, technical illustrating, audio and video recording, educational television and data processing; then to use and service the various equipment necessary to use these materials. This prepares the student for employment in schools, businesses and industry using audiovisual and the newer types of instructional media.

Students whose desire is to seek a career in Instructional Media Technology may receive an Associate Degree in Instructional Media Technology for immediate employment or transfer to a four-year institution for future study in Instructional Media.

This program is designed primarily for the creative, enthusiastic person who enjoys working in and with a variety of materials and situations. As can be seen from the above listed areas of involvement, the individual in the Instructional Media Technology program should have manual dexterity.

INSTRUCTIONAL MEDIA TECHNOLOGY PROGRAM
COURSE OF STUDY

		Units
	FIRST SEMESTER	
**	Instructional Media Technology 120 - Media Production	3
*	Speech 120 - Oral Communication	3
	Guidance 110 - Orientation and Guidance	1
**	Art 132 - Graphic Communications	3
*	Communication Arts 153 - The Individual and Mass Communication	3
	English 110 - English Essentials or English 120 - Reading and Composition	3
	Physical Education	½
	SECOND SEMESTER	
**	Instructional Media Technology 121 - Multi-Media Production	3
	English 112 - Essentials of Literature or English 122 - Introduction to Literature	3
	History 110 - Survey of U. S. History	2
*	Education 110 - Introduction to Education	3
	Health Education 120 - Personal and Community Hygiene	2
*	Electronics 110 - Introduction to Basic Electronics	3
	Physical Education	½

		Units
	THIRD SEMESTER	
**	Instructional Media Technology 122 - Instructional Media Technology Equipment Repair and Maintenance	3
**	Photography 120 - Elementary Photography	3
	Political Science 110 - American Government	2
	Economics 110 - Economic Issues and Policies	3
**	Telecommunications 138– Television Workshop	4-6
	or	
**	Telecommunications 122 - Technical Operations for Radio and TV	3
	and	
**	Telecommunications 128 - Television Production	3
	Physical Education	½
	FOURTH SEMESTER	
**	Instructional Media Technology 123 - Field Work	3
**	Data Processing 110 - Introduction to Data Processing	2
	Political Science 111 - California Government	2
	Psychology 120 - General Psychology	3
	or	
	Sociology 120 - Principles of Sociology	
	Behavioral Science 110 - Introduction to Behavioral Science	2
*	Photography 121 - Intermediate Photography	3
	or	
**	Technical Illustration 124 - Technical Illustration	3
	Physical Education	½

** Required courses for Instructional Media Technology Major
* Strongly recommended elective courses
Total Required Units: 22 - 24, plus General Education and Elective Requirements.
Recommended General Education and Elective Courses:
Communication Arts 153; Data Processing 110, Education 110, Electronics 110, Photography 121, Technical Illustrating 124.

INSTRUCTIONAL MEDIA TECHNOLOGY COURSE DESCRIPTION

Listed below are "required" courses for the Associate degree with major in Instructional Media Technology. Only the requirements for this major are listed. General education courses for the degree must also be completed. When planning an educational program, the Grossmont College catalog should be checked for specific general education requirements.

REQUIRED COURSES:

INSTRUCTIONAL MEDIA TECHNOLOGY 120 - MEDIA PRODUCTION
3 units - 2 hours lecture - 3 hours laboratory. Prerequisite: None
Exploration and overview with laboratory experience in the preparation, presentation and full utilization of instructional media. Covered are areas of still projection, motion picture projection, record players, tape recorders, broadcast sound systems, educational TV, programmed instruction, supporting equipment for instructional media, non-projected instructional media materials.

INSTRUCTIONAL MEDIA TECHNOLOGY 121 - MULTI-MEDIA PRODUCTION
3 units - 2 hours lecture - 3 hours laboratory. Prerequisite: Instructional Media Technology 120
Emphasis on advanced techniques of instructional media production and utilization. Multiple audio recording, multi-media presentations, etc.

INSTRUCTIONAL MEDIA TECHNOLOGY 122 - INSTRUCTIONAL MEDIA TECHNOLOGY EQUIPMENT REPAIR AND MAINTENANCE

3 units - 1 hour lecture - 6 hours laboratory. Prerequisite: None
Minor electrical and mechanical repair and maintenance of Instructional Media Technology equipment, including tape recorders, projectors, mechanical graphic arts devices, etc.

INSTRUCTIONAL MEDIA TECHNOLOGY 123 - FIELD WORK

3 units - 1 hour lecture - 8 hours field experience. Prerequisite: IMT 121 and 122, or consent of instructor
Field work in Instructional Media Technology at specified locations on or off campus.

ART 132 - GRAPHIC COMMUNICATIONS

3 units - 6 hours lecture. Prerequisite: None
The course introduces the student to the elements and principles of graphic design. The content involves the invention of highly controlled images which are presented to man as a consumer.

PHOTOGRAPHY 120 - ELEMENTARY PHOTOGRAPHY

3 units - 1 hour lecture - 5 hours laboratory. Prerequisite: None
Introduction to photography covering all aspects from the use of the camera to the final print.

TELECOMMUNICATIONS 138 - TELEVISION WORKSHOP

4-6 units - 3 hours lecture - 3 hours laboratory. Prerequisite: None
Experience in the production of various types of television programs for educational and industrial uses. Emphasis on the production of special programs. Utilization of television equipment in remote and on-location sites as well as in studio operations.
Not for telecommunications majors.

OR

TELECOMMUNICATIONS 122 - TECHNICAL OPERATIONS FOR RADIO AND TELEVISION

3 units - 2 hours lecture - 3 hours laboratory. Prerequisite: None
Operation of studio and control room equipment and the techniques of production needed for broadcast operation. Includes the operation of video-audio equipment and motion picture equipment. Elementary technical theory of broadcast engineering.

AND

TELECOMMUNICATIONS 128 - TELEVISION PRODUCTION

3 units - 1 hour lecture - 6 hours laboratory. Prerequisite: Telecommunications 122 or concurrent enrollment
Students will learn to function as part of television-production crews. They will operate in all areas of production and will work with all the basic tools of television production.

TECHNICAL ILLUSTRATION 124 - TECHNICAL ILLUSTRATION

3 units - 1 hour lecture - 6 hours laboratory. Prerequisite: None
Theory of three-dimensional drawing and intensive application to commercial and industrial illustration. Problems involving oblique, isometric drawing.

DATA PROCESSING 110 - INTRODUCTION TO DATA PROCESSING

2 units - 2 hours lecture. Prerequisite: None
A course to develop basic knowledge of data processing. Includes the study of punched-card machines, electronic computers, basic systems and procedures, programing, forms design, and terminology. Integration and relationships within a business function are emphasized.

HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Rexdale, Ontario

CONTACT: M. C. Ward, Director, Instructional Materials Center

Humber is one of nineteen community colleges in the province of Ontario, offering one-year, two-year and three-year diploma courses.

A program to train **INSTRUCTIONAL MATERIALS CENTER TECHNICIANS** was initiated in October 1969. The course is at present being offered on a cooperative basis, that is, the student is at Humber College for the first semester of four months and then will be working in a related position with the boards of education , etc. for the next four months while the second group are in for their first semester. The total enrollment is around forty.

The graduates are expected to be employed in education and industry in the ratio of 9:1.

INSTRUCTIONAL MATERIALS CENTER TECHNICIAN PROGRAM
COURSE OF STUDY

1ST SEMESTER

Drafting I
Electronics I
Communications in Business and Industry
Audio Visual I
Mathematics
Photography

3RD SEMESTER

Graphic Arts II
Electronics II
Introduction to Data Processing
Personnel Administration
Audio Visual III
Elective

2ND SEMESTER

Graphic Arts I
Electronics I
Communication Media as Language (McLuhan)
Audio Visual II
Office Skills
Mathematics

4TH SEMESTER

Electronics II
Administration Practices
Instructional Materials Center
Audio Visual IV
Elective

COURSE SUBJECTS

Introduction to Drawing
Introduction to Audio Visual Materials
Office Skills
Introduction to Data Processing
Introduction to Audio-Visual Equipment
Technical Communications
Photographic Production
Human Relations and Personnel Problems

English
Technical Mathematics I and II
Introduction to Design
Fundamentals of Photography
Introduction to Applied Electricity
Audio-Visual Equipment Repair
Graphics I and II

COURSE OUTLINE

Chalkboard Techniques
16mm Sound Projectors
Slide and Filmstrip Machines
Audio Tape Recorder
Overhead Projector
Overhead Projectuals - Thermo
Overhead Projectuals - Diazo Process
Type Setting - Photo
Positive Enlarging
Photography
Mounting
Photo Copying
Slide Reproduction
Sign Making
Thermo Copy Machine
Ink Duplication
Diazochrome Production
Opaque Projector
Lighting
16mm Movie Camera
Screens
Video Tape Recorder
Projection Equipment for CCTV
The Television Studio
The Television Cameraman
Television Camera
Television Lenses
Television Cutting
Television Switching Equipment
Television Lighting

MACOMB COUNTY COMMUNITY COLLEGE
Mount Clemens, Michigan

CONTACT: Tom Dixon, Coordinator, Audio-Visual Program

Macomb County Community College is a two-year community college with an enrollment of approximately 13,000. In 1969, the College initiated a one-year certificate degree program in the training of **AUDIO-VISUAL TECHNICIANS**. Four students were graduated from the program in 1969-70; eight students plan to register in the program for the 1970-71 school year.

The program is designed to train technicians to produce and present materials with the use of projectors, cameras, and magnetic tapes, and to be capable of maintaining equipment. The technician is trained to find employment in business, industry, and education.

AUDIO-VISUAL TECHNICIAN PROGRAM
Suggested Program Sequence

SEMESTER I

AVT 110	Introduction to Audio-Visual Media	3
AVT 120	Color & Design in Communications I	3
AVT 130	Photographic Process I	3
AVT 140	Visual Art as a Form of Communications	3
AVT 150	Projection Mechanics and Control	3
		15 credit hours

SEMESTER II

AVT 111	Audio Tapes and Machines	2
AVT 112	Transparency Construction	2
AVT 121	Color & Design in Communications II	3
AVT 131	Photographic Processes II	2
AVT 141	Graphic Arts for Communication	3
AVT 151	Projector Maintenance	2
AVT 160	Lighting and Acoustic Control	2
		16 credit hours

Program option: Student may earn an Associate Degree (2 years) by completing: 1) sequences in Communications, Social Sciences, and either Humanities or Natural Science; 2) 2 credits of Physical Education; 3) elective courses to bring total credit hours to 62.

COURSE DESCRIPTIONS

AVT 110 INTRODUCTION TO AUDIO-VISUAL MEDIA 3 semester hours
This exploratory course will include proper use of audio-visual equipment in the classroom, familiarity with the operation of all equipment and preventive maintenance. Included is material preparation from conception of the idea to preparation of the finished oral or visual product. (3 contact hours)

AVT 111 AUDIO TAPES AND MACHINES 2 semester hours
Prerequisite: AVT 110
Recording on tape of audio and television material will be taught along with special techniques of dubbing, synchronizing, and cueing of tape. Tape maintenance, repair, and splicing will be part of the practical experience of the student. (3 contact hours)

AVT 112 TRANSPARENCY CONSTRUCTION–LAYOUT AND LETTERING 2 semester hours
Prerequisite: AVT 110
Utilizing the principles learned in the first-semester courses and the taught principles of lettering and effective layout, the student is expected to produce transparencies on various machines. The mechanics of the equipment will be taught for the purposes of repair and preventive maintenance. (2 contact hours)

AVT 120 COLOR & DESIGN IN COMMUNICATIONS I 3 semester hours
Prerequisite: AVT 110
Emphasis is placed on the recognition of differences in color, and hues, etc., and on the way design attracts or dispells the attention of the viewer. The very basics of the field of visual psychology will be introduced. (3 contact hours)

AVT 121 COLOR & DESIGN IN COMMUNICATIONS II 3 semester hours
Prerequisite: AVT 120
Practical situations will be identified and the students will produce materials and effective criticisms of their products. The student has the opportunity to advance to his ultimate level of expression of ideas through utilization of color and design techniques. (3 contact hours)

AVT 130 PHOTOGRAPHIC PROCESS I 3 semester hours
Prerequisite: AVT 110
Basic still and motion picture camera functions will be discussed, followed by a laboratory experience directed toward experimentation in the elementary physical principles of light, mechanical principles of cameras, and chemical principles of film and processing. (5 contact hours)

AVT 131 PHOTOGRAPHIC PROCESSES II 2 semester hours
Prerequisite: AVT 130
Emphasis is given to advanced techniques of both picture taking and printing. Several sessions will be devoted to the art of motion picture photography for both the 16mm and 8mm formats. The intent of the course is exposure of the student to various techniques and not to build proficiency in highly specialized areas. (3 contact hours)

AVT 140 VISUAL ART AS A FORM OF COMMUNICATIONS 3 semester hours
Prerequisite: AVT 110
Presentation of the various visuals with direct observations by the student, followed by the discussion of techniques presented. (3 contact hours)

AVT 141 GRAPHIC ARTS FOR COMMUNICATION 3 semester hours
Prerequisite: AVT 140
The relation of the principles of psychology of learning and graphics are to be integrated into the products of the students. Emphasis is placed on production and criticism of the student's product. (3 contact hours)

AVT 150 PROJECTION MECHANICS AND CONTROL 3 semester hours
Prerequisite: AVT 110
Identification of film format, maintenance, cleaning, and repair including direct hands-on experience. Projection layout and screen placement for various situations will be studied and experienced by each of the students. (4 contact hours)

AVT 151 PROJECTOR MAINTENANCE 2 semester hours
Prerequisite: AVT 150
Inventory and parts ordering, and reading and translation of wiring diagrams for the purpose of repair will be coordinated with the laboratory experience. The students will be expected to devote a portion of their time to the repair of the equipment of the college. (3 contact hours)

AVT 160 LIGHTING AND ACOUSTIC CONTROL 2 semester hours
Prerequisite: AVT 110
Lectures and experimentation will offer the foundation for the information concerning the control of light and sound. The instructor will show how problems of construction can be overcome by the use of specialized projection and sound equipment. Knowledge of component sound systems for both listening and recording is expected of the graduates of this program. (2 contact hours)

MESA COLLEGE

Grand Junction, Colorado 81501

CONTACT: Charles R. Hendrickson, Director of Audio Visual Services

Mesa College is a public, two-year college serving both residential and day students, with an enrollment of approximately 3,000 in its day and evening courses. It is accredited by the North Central Association of Colleges and Secondary Schools and offers a range of college transfer and adult continuing education programs. Its catalog also emphasizes the college's increased attention in recent years to programs of vocational and technical education for students who do not plan to complete a four-year degree.

Mesa College offers two-year Associate in Applied Science degree programs for the training of **AUDIO-VISUAL TECHNICIANS** and **GRAPHIC COMMUNICATIONS TECHNICIANS.** In 1969 there were ten graduates of the programs, approximately 25-30 per year are expected three years from now. Of the 1969 graduates 6-8 were employed in the field of education, 2-4 in business/industry.

COURSE OF STUDY

Core Curriculum - Freshman Year

Fall	Cr. Hrs.	Winter	Cr. Hrs.	Spring	Cr. Hr.
English 11	3	English 12	3	English 13	3
VTAV 14	3	VTAV 12	3	VTAV 13	3
VTME 11	3-4	VTPS 11 Basic Elect.	3	VTSO 52	3
(Applied Math)		VTSO 13 Psych. of Learning	3	VTAV 51	3
VTAV 11	3	VTSO 14	3	VTAV 54	3
Education 51	3	P. E.	1	P. E.	1
P. E.	1		16		16
	16-17				

Audio-Visual - Sophomore Year

Fall	Cr. Hrs.	Winter	Cr. Hrs.	Spring	Cr. Hr.
VTLT 11	3	VTPS 58	3	VTAV 58	5
(Library Tools & Techniques)				VTAV 53	5
VTPS 12	3	VTAV 52	3	VTAV 56	2
VTAV 15	3	VTAV 55	3	Elective *	3
VTAV 16	3	VTAV 57	4		15
Elective *	3	Elective *	3		
	15		16		

Graphic Communications - Sophomore Year

Fall	Cr. Hrs.	Winter	Cr. Hrs.	Spring	Cr. Hr.
SS 14	3	VTBU 17	3	VTGC 76 (Photo)	3
VTGC 70	3	VTGC 72	3	VTGC 77 (Problems)	3
VTGC 71	3	VTGC 75	3	Elective *	9
Art 31	2	Speech 12	3		
VTGC 73 Offset	3	VTGC 74 Offset	3		
Elective *	3				
	17		15		15

* Suggested Electives - Salesmanship, Small Business Management, Accounting 13, Business Communication, Radio and TV Speech, Art 14 and 15, Introduction to Business.

COURSE DESCRIPTIONS

VTAV 11 GRAPHIC ARTS I Fall 3 Hours

This course is designed to develop competencies in the preparation of graphic materials.

VTAV 12 GRAPHIC ARTS II Winter 3 Hours

This course is designed to develop competencies in the preparation of transparencies and paper copy materials.

VTAV 13 GRAPHIC ARTS Spring 3 Hours

An introduction to graphic arts technology as related to the reproduction of various graphic design techniques - to develop basic skills in offset lithography, screen process, and relief printing.

VTAV 14 VISUAL COMMUNICATION AND GRAPHIC ARTS Fall 3 Hours

Techniques and methods of Graphic Arts and their relation to a more effective visual communication medium, including the psychology of perception, and public opinion, polls, and surveys. A survey of the visual communication field.

VTAV 15 INTRODUCTION TO EDUCATIONAL MEDIA Fall 3 Hours

A first formal course in Educational Media designed to impart the philosophy, aims, and goals of the Educational Media field. Stress will be placed on understanding of the role of audio-visual aids in education. A project is required, and a lab of one hour per week.

VTAV 16 SOUND APPLICATION Fall 3 Hours

This course is designed to develop competencies in the recording of sound for use by teachers in classroom situations.

VTAV 51 ADVANCED PRODUCTION I - STILL PHOTOGRAPHY Spring 3 Hours

This course is designed to develop proficiencies in the production of still photographic materials which teachers can use in classroom situations.

VTAV 52 ADVANCED PRODUCTION II - MOTION PICTURE PHOTOGRAPHY Winter 3 Hours

This course is designed to develop proficiencies in the production of 8 mm and 16 mm motion picture materials which teachers can use for instructional purposes.

VTAV 53 ADVANCED PRODUCTION III Spring 5 Hours

This course is designed to develop proficiencies in basic television production skills for use in both education and industry. Students will become involved with camera operation, studio lighting, set design, TV direction, operation of video tape equipment and other skills basic to television operation.

VTAV 54 ORGANIZATION OF INSTRUCTIONAL MATERIALS I Spring 3 Hours

This class will serve as a basic course in the techniques of procedural operation of an instructional materials center, a study of the methods of keeping records and data procedures, and basic in-service training techniques.

VTAV 55 ORGANIZATION OF INSTRUCTIONAL MATERIALS II Winter 3 Hours

A study of library techniques and procedures, both book and film, physical arrangements and traffic patterns; sources of equipment and materials will be researched and studied.

VTAV 56 ORGANIZATION OF INSTRUCTIONAL MATERIALS III Spring 2 Hours

A final look at the field, and a preview of things to come. Outside speakers will be utilized and an independent study of the field will be undertaken. A year-end convention-demonstration may be held, with the graduating class managing the arrangements.

VTAV 57 PROJECTION EQUIPMENT MAINTENANCE Winter 4 Hours

A course in understanding the mechanical and electronic operation of projection equipment, and a study of repair and maintenance problems. The course will consist largely of applied laboratory.

VTAV 58 TRANSCRIPTION EQUIPMENT MAINTENANCE Spring 5 Hours

A study in understanding the mechanical and electronical operation of tape recorders, record players, and other magnetic storage devices covering repair, problem locating, and trouble-shooting. The course will consist largely of applied laboratory.

VTGC 70 DARK ROOM PROCEDURES Fall 3 Hours

A study of the darkroom, its equipment, and the functions therein. The chemistry of photography and film will be studied. The student will become proficient at processing film.

VTGC 71 COMPOSER MACHINE I Fall 3 Hours

Operational features of the composer machine are stressed, forms planning, use of white space, development of machine skill.

VTGC 72 COMPOSER MACHINE II Winter 3 Hours

More sophisticated composition techniques are practiced. The use of diagrams, illustrations and headings is introduced. Students machine practice to develop skill with a selection of type masters. Letter and word spacing skills practiced.

VTGC 73 DUPLICATING OFFSET I Fall 3 Hours

Methods of printing and duplicating are introduced. Principles of duplicating are explained and practiced.

VTGC 74 DUPLICATING OFFSET II Winter 3 Hours

Various machines explained and skills practiced. Longruns, color and quality copy produced.

VTGC 75 COMMERCIAL DESIGN AND LAYOUT Winter 3 Hours

A lecture and lab course in fundamental principles and techniques using a variety of both black and white, and color media, pattern and design concepts are studied.

VTGC 76 PHOTOGRAPHY FOR GRAPHIC COMMUNICATIONS Spring 3 Hours

Of major concern is the handling of film, darkroom equipment, photographic masters, and the processing of film.

VTGC 77 GRAPHIC ARTS PROBLEMS Spring 3 Hours

Organizing and producing a variety of materials utilizing all skills.

VTME 11 APPLIED MATH FOR AUDIO VISUAL Fall 3-4 Hours

A basic course in terminology and fundamentals of mathematics including algebra with applications for audio-visual hardware.

VTLT 11 LIBRARY TECHNICAL SERVICES Fall 3 Hours

The operations of library mechanics including book selection and processing, cataloging, sources of materials, and uses of audio visual materials are studied.

MONROE COMMUNITY COLLEGE

Rochester, New York 14607

CONTACT: Eugene L. Edwards, Chairman and Associate Professor, Instructional Services

Monroe Community College is a public, two-year, coeducational college with an enrollment of approximately 4,000 day students and 3,500 evening students. It is accredited by the Middle States Association of Colleges and Secondary Schools and is authorized to award the Associate in Arts, Associate in Science, and Associate in Applied Science degrees.

In 1967, Monroe Community College initiated a two-year Associate in Applied Science degree program for the training of **AUDIOVISUAL TECHNICIANS.** In 1969 there were eleven graduates and fifty graduates are expected three years from now. Of the 1969 graduates, five are employed in education, five are going on to college at the upper divisional level, and one has gone into the Armed Services.

The Audiovisual Technology Program provides students with knowledge and skills in the production of communications media, including photography, film, graphic arts, television, sound recording, and various combinations of these media. Audiovisual courses include such subjects as materials and machines used in the field, specific audiovisual skills and their relationship to the learning process, and conversion of ideas into audio and/or visual materials. As a part of their course work, students create audiovisual materials for use in live teaching situations.

Graduates will work in audiovisual or instructional resource centers of schools and colleges, or in commercial and industrial audiovisual departments, preparing training aids and advertising materials.

AUDIOVISUAL TECHNOLOGY PROGRAM
COURSE OF STUDY

COURSE	CREDIT HOURS PER SEMESTER			
	1st	2nd	3rd	4th
ENG 101 English Composition	3			
SPT 101 Public Speaking		3		
Social Science Elective	3	3		
Science Elective	3	3		
AVT 101 Introduction to Media	3			
AVT 102 Media Graphics I	2			
AVT 103 Media Photography I	2			
AVT 111 Technical Operation and Maintenance of Audiovisual Equipment		2		
AVT 112 Media Graphics II		3		
AVT 113 Media Photography II		3		
AVT 201 Duplication of Instructional Materials			2	
AVT 202 Techniques of Television I			3	
AVT 203 Instructional Film Production			2	
AVT 211 Practicum of Instructional Media				3
AVT 212 Techniques of Television II				3
AVT 213 Audiovisual Technology Elective				1-3
Mathematics Elective			3	
General Electives*			3	6
Psychology Elective			3	
PE 101, 102, 201, 202 Physical Education	1	1	1	1
TOTAL HOURS PER SEMESTER	17	18	17	14-16

*Electives dependent on student's background.
Suggested electives include: Art, Drama, Music,
Speech, Electronics, Drafting, Business,
Data Processing

PROGRAM COMPLETION REQUIRES MINIMUM OF 60 CREDIT HOURS.

COURSE DESCRIPTIONS

AVT 101 INTRODUCTION TO MEDIA — Semester I, Three Credits

Introductory course in educational media acquaints the student with the role of educational media in the teaching-learning process. Includes brief history of media, introduction to products and processes involved in media utilization, introduction to theories of communication, learning and perception, sources of media, and cataloging, classification, distribution, and record keeping in media centers. *Three class hours.*

AVT 102 MEDIA GRAPHICS I — Semester I, Two Credits

Laboratory practice in the selection, manipulation, preservation and conversion of inexpensive and readily available materials for both projected and non-projected use. Includes basic lettering, coloring and mounting in the preparation of maps, charts, posters and graphs. *One class hour, three laboratory hours.*

AVT 103 MEDIA PHOTOGRAPHY I — Semester I, Two Credits

Introduction to photographic processes and equipment, and materials used in media production. Includes elementary sensitometry; equipment familiarization, camera operation and care, darkroom procedures, and simple lighting principles. Also includes laboratory experience in exposure and development of special purpose photographic materials for the production of projected and non-projected media. *One class hour, three laboratory hours.*

AVT 111 TECHNICAL OPERATION AND MAINTENANCE OF AUDIOVISUAL EQUIPMENT — Semester II, Two Credits

Develops the principles of operation for all varieties of projection and non-projection media hardware. Includes the basic characteristics of each type of equipment, including sound and optical systems; actual "Hands On" operation of a variety of equipment types, field maintenance of equipment as well as trouble shooting defective items and the application of preventive maintenance procedures to minimize breakdowns, and the application of specialized equipment types to instructional situations. *One class hour, three laboratory hours.*

AVT 112 MEDIA GRAPHICS II — Semester II, Three Credits
Prerequisite - Media Graphics I

Advanced techniques in the production of instructional materials using graphic arts techniques. Laboratory experiences in the production of filmstrip flats, multi-cell overlays, pasteup art work, layout for publication materials, advanced lettering and coloring techniques, and illustration. *One class hour, three laboratory hours.*

AVT 113 MEDIA PHOTOGRAPHY II — Semester II, Three Credits
Prerequisite - Media Photography I

Advanced photographic production of instructional materials. Includes color theory and color processing portrait and studio lighting, filtration and related techniques in photographing real objects and difficult copy, color separation, single and multiple flash, slide duplication and advanced darkroom techniques. *One class hour, three laboratory hours.*

Semester III
AVT 201 DUPLICATION OF INSTRUCTIONAL MATERIALS Two Credits

The basic process, theory and practice of techniques in the duplication of various types of instructional material including slides, transparencies and paper copies such as ditto, mimeo, electronic stencil copying, dry photo copy and other types of duplication; collation and assembly of materials. The accent will be on material master preparation and actual equipment operation. *One class hour, two laboratory hours.*

Semester III
AVT 202 TECHNIQUES OF TELEVISION I Three Credits

Introduction to the basic aspects of technical and production techniques of television and related audio systems used in the medium. Emphasis will be placed on theory and use of television equipment, staging, lighting, television graphics, scripting, basic engineering, distribution systems and studio personnel. In addition to the student produced and directed assignments, members of the class will participate in production crews for college instructional programming. *Two class hours, two laboratory hours.*

Semester III
AVT 203 INSTRUCTIONAL FILM PRODUCTION Two Credits

Study of general film production techniques, application of research findings to production of educational motion picture materials for specific audiences. Includes scripting, studio and location lighting and shooting, editing techniques, and sounding. *One class hour, three laboratory hours.*

Semester IV
AVT 211 PRACTICUM OF INSTRUCTIONAL MEDIA Three Credits

Individual assignment as an assistant to members of the Instructional Services staff for actual experience in photography, graphics, television and administrative problems, production and procedures. Each individual will be assigned according to his interests and capabilities and will have the opportunity to gain experience in a number of areas or concentrate in one aspect of Instructional Services, depending on his objectives and professional goals. *Six laboratory hours to be arranged.*

Semester IV
AVT 212 TECHNIQUES OF TELEVISION II Three Credits

Advanced techniques in the technical and production aspects of television programming. Emphasis will be placed on studio and control room operation, engineering experience, programmed planning and organization production and direction of individual assignments and assigned responsibility for college instructional programming as produced by the Department of Instructional Services for utilization by various departments within the college. *One class hour, three laboratory hours.*

AVT 213 ELECTIVE
SPECIAL PROBLEMS IN ADVANCED MEDIA Semester IV
Prerequisite - AVT 102, 112, 202, 203, 213 One-three Credits

Research and production problems on individual or group basis.

PORTLAND COMMUNITY COLLEGE
Portland, Oregon 97207

CONTACT: Ray Pirkl, Coordinator, Instructional Materials

Portland Community College is a two-year, public college with an enrollment of approximately 6,000 full time equivalents (F.T.E.). The college is approved by the State Department of Education. Vocational-technical, liberal arts and general studies are offered, as well as a Community Education program making use of the Portland School District's elementary and high school buildings.

Since 1963, Portland Community College has offered a three-term, one-year program to train **INSTRUCTIONAL MATERIALS AIDES.** Open to candidates with a high school diploma or its equivalent, the program provides instruction in operating audio-visual equipment; planning and producing instructional materials; assisting school librarians; assisting students with basic learning problems via tape recordings, flashcards, etc.; and supplementing office staff in preparation of printed materials for teachers. Graduates will be provided with training as library aides, teacher aides, and instructional materials aides to meet the needs of educational programs at all levels.

In 1969 there were twenty-five graduates from the program; fifty graduates are expected three years from now. Ninety percent of the 1969 graduates were employed in education, eight percent in business/industry, with a two percent drop-out.

INSTRUCTIONAL MATERIALS AIDES
COURSE OF STUDY

COURSE TITLE	HOURS/WEEK CLASS	LAB	CREDITS
	FIRST TERM		
Instructional Materials Orientation	2		2
Audio-Visual Equipment I	4		2
Instructional Materials Production I	3	12	5
Typing	5		2
Survey of School Library Procedures	2		2
Show Card Lettering	4		2
	20	12	15
	SECOND TERM		
Communication Skills	3		3
Instructional Materials Production II	3	12	5
Office Procedures	2	2	3
Color Line and Design	4		2
Electives - (Select One)			
Audio-Visual Equipment II	4		2
Typing	5		2
School Library Materials	2	2	3
	14-17	16	15-16
	THIRD TERM		
Supervised School Experience	160 (4 wks/8 hrs. day)		4
Seminar---Independent Study	3		3
Instructional Materials Production III	3	12	4
Display and Advertising Layout	4		2
Electives - (Select One)			
Human Relations	3		3
Italic Lettering	4		2
Drawing	4		2
	13-14	12	15-16

COURSE DESCRIPTIONS

INSTRUCTIONAL MATERIALS ORIENTATION 2 class hrs/wk 2 credits

A study of the learning process and the role of instructional materials, includes a review of local production of materials in curriculum development, and instructional materials department organization.

AUDIO-VISUAL EQUIPMENT I, II 4 class hrs/wk 2 credits each term

Instruction in the operation and maintenance of 16mm projectors, film strip projectors, tape recorders, record players, slide projectors, opaque projectors, radios, video-tape recorders and cameras, and public address systems.

INSTRUCTIONAL MATERIALS PRODUCTION I, II, III 3 class, 12 lab hrs/wk 5 credits each term

Laboratory work in the development of instructional materials for different courses. Students will prepare overhead transparencies, slides, displays, materials, models, mockups and other materials. Basic photography, lithography, and related skills will be offered.

SURVEY OF SCHOOL LIBRARY PROCEDURES 2 class hrs/wk 2 credits

Survey of the fundamental principles for the operation of a school library. Consideration given to objectives, budget, housing, personnel, materials and equipment, state and regional standards.

SCHOOL LIBRARY MATERIALS 2 class, 2 lab hrs/wk 3 credits

Emphasizes selection and evaluation of library materials; book and non-book, with attention focused on the selection aids needed for appropriate school materials.

SUPERVISED SCHOOL EXPERIENCE 40 class hrs/wk 4 credits

To acquaint student directly with teacher aide work through live experiences in an active school situation; these experiences to be under a head teacher and together with close supervision from college instructor.

SEMINAR-INDEPENDENT STUDY 3 class hrs/wk 3 credits

To improve student time and direction for investigating particular problems brought out in the Supervised School Experience class.

RICHMOND COMMUNITY COLLEGE

Richmond, Kentucky 40475

CONTACT: Kenneth Clawson, Dean

Richmond Community College is one of six colleges of Eastern Kentucky University, a coeducational institution, accredited by the Southern Association of Colleges and Schools. The total enrollment of the University is 9,500.

In the fall of 1969 a new curriculum in **INSTRUCTIONAL MEDIA TECHNOLOGY** was offered by the College of Applied Arts and Technology. This is a two-year program leading to an Associate of Arts Degree. It is an inter-disciplinary program drawing on several colleges and departments of the University. The program combines practical work in art and drawing with technical knowledge of instructional media gained through a study of electricity, electronics, graphic arts, and courses in the preparation and use of various instructional media. It includes work in photography, orientation to the education profession, general education courses, and television production.

A highlight of this program is the opportunity to gain first-hand experience through practicums in instructional media and equipment, and a summer internship in instructional media. Job opportunities will be found with commercial and educational TV stations, school systems, college media centers, businesses preparing and using educational media, and others.

INSTRUCTIONAL MEDIA TECHNOLOGY PROGRAM
COURSE OF STUDY

FIRST YEAR

FIRST SEMESTER		HOURS
ART 117	Drawing and Design	3
ESH 125	Instructional Media Fundamentals I	3
GSE 101	English Composition	3
GSO 100	Orientation	1
GSP 180	Physical Education	1
INT 191	Technical Drawing I	3
MIL 101	Introduction to Military Science or elective	2
		16

SECOND SEMESTER		
General Education Elective		3
GSE 102	English Composition	3
GSP 181	Physical Education	1
INT 205	Industrial Illustration I	3
INT 220c	Practicum in Instructional Media Materials	3
MIL 102	Basic Military Training or elective	2
SPE 290	Introduction to Radio and Television	3
		18

SUMMER TERM

INT 225b	Internship in Instructional Media	2 or 4

SECOND YEAR

FIRST SEMESTER

ART	317	Lettering and Poster Design or Art 321 Drawing and Illustration	3
EDF	202	Professional Orientation	3
ESH	126	Instructional Media Fundamentals II	3
INT	351	Fundamentals of Applied Electricity	3
MIL	201	Second Year Basic Military Training or elective	2
SPE	395	Television Production	3
			17

SECOND SEMESTER

General Education Elective			3
INT	220d	Practicum in Instructional Media Equipment	3
INT	311	Graphic Arts I	3
INT	315	Photography I	3
INT	353	Introduction to Electronics	3
MIL	202	Second Year Basic Military Training or elective	2
			17

COURSE DESCRIPTIONS

INT 191. Technical Drawing I. Three hours.
Basic technical drawing involving sketching, lettering, orthographic projection, pictorial representation, drafting techniques, tracing and reproduction of drawings.

INT 205. Industrial Illustration I. Three hours.
Prerequisite: INT 191 or consent of instructor.
Axonometric projection -- isometric, dimetric and trimetric; oblique, pseudo representations and perspectives; commercial and technical illustration including airbrush, pencil rendering, ink delineations and other methods.

INT 220C. Practicum in Instructional Media Materials. Three hours.
Supervised practical experiences in the design and preparation of instructional devices; includes slides, maps, charts, graphs, diagrams, models, dioramas, and transparencies; local production techniques and equipment.

INT 220D. Practicum in Instructional Media Equipment. Three hours.
Supervised practical experiences in the selection, installation and maintenance of instructional media equipment; preparation of bid specifications; minor repairs and preventive maintenance.

INT 225B. Internship in Instructional Media. Two or four hours.
Coordinated and supervised work experience in instructional media design and fabrication; arranged in approved university facilities or commercial establishments; credit varies with hours of employment: half-time, two hours; full-time, four hours.

INT 311. Graphic Arts I. Three hours.
General graphic arts with emphasis on hand composition, elementary presswork, silkscreen principles, linoleum block printing, and bookbinding.

INT 315. Photography I. Three hours.
Picture composition, film developing, printing, enlarging, dodging, contact printing, photo finishing, study of and care for equipment and materials; visual instruction; planning of facilities. (Each student required to provide camera.)

INT 351. Fundamentals of Applied Electricity. Three hours.
Principles of static and current electricity; measures of electricity; heat, light and power applied to the planning and construction of electrical installations.

INT 353. Introduction to Electronics. Three hours.
Prerequisite : INT 351.
Fundamentals of vacuum tubes; semiconductor devices; AM radio receivers and servicing techniques.

ESH 125. Instructional Media Fundamentals I. Three hours.
Overview of the instructional media field; sources, selection and cataloging; design principles applicable to instructional media; individual equipment operation and utilization.

ESH 126. Instructional Media Fundamentals II. Three hours.
A continuation of ESH 125 with emphasis on the fundamentals of dial-access systems, language laboratories, computer-assisted instruction, and programmed instruction; environmental factors affecting media utilization; reports and record keeping.

SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Willowdale, Ontario

CONTACT: George D. Suzuki, Coordinator Instructional Media Department

Seneca College is one of nineteen community colleges in the province of Ontario offering one-year, two-year and three-year diploma courses.

In September 1968, the first **AUDIO-VISUAL TECHNICIANS** course was offered. A two-year course is also offered to train **EDUCATIONAL RESOURCE TECHNICIANS.**

AUDIO-VISUAL TECHNIQUES

The Audio-Visual Technicians course is designed to fill the increasing need of industry, education and the professions for people proficient in the whole diversity of skills required for effective use of the new audio-visual media.

This course ensures that the graduate has a sound theoretical background in chemistry, physics and electronics and is proficient in the fields of graphics, photography and the maintenance of audio and visual electronic equipment. In addition, he will be skilled in the production, care, organization and distribution of audio-visual materials. He will also have had experience in instructing workshop groups in the various audio-visual skills.

COURSE OF STUDY

Semester 1	Audio-Visual 111 Physics 117 Graphics 111 Liberal Studies Option English and Communications Option
Semester 2	Audio-Visual 221 Photography 221 Electronics 227 Liberal Studies Option English and Communications Option
Semester 3	Audio-Visual 321 Film Production 321 Electronics 321 Liberal Studies Option English and Communications Option
Semester 4	Audio-Visual 431 Television Production 421 Psychology 188 Liberal Studies Option English and Communications Option

EDUCATIONAL RESOURCE TECHNIQUES

The course for Educational Resource Technicians is designed to prepare students to play a para-professional role in schools and school systems. With the increasing trend to have professional teachers more involved in the teaching act as such, there is a growing need in schools for para-professional personnel.

The course at Seneca College calls for more than the training of students to become proficient in specific skills. If Educational Resource Technicians are to work in concert with professional teachers, it is necessary for them to be knowledgeable about matters other than the skills they will use in a school. To this end students are exposed to philosophy with an educational orientation, and inspect the structure of education in Ontario with emphasis on the organization of schools, school systems and the Department of Education.

Some of the areas in which an Educational Resource Technician will develop skill and knowledge and might serve in a school system would be in the operation of all types of audio-visual equipment and materials, as a business assistant in charge of textbooks distributed to students, and other business arrangements of the school; as a laboratory assistant maintaining and setting up science equipment under the direction of the science teacher; or as a classroom assistant looking after the physical needs and learning materials of elementary school children.

Some Educational Resource Technicians with competence in psychometrics, research or statistical skills will be employed in school administrative offices or in guidance and counseling departments.

COURSE OF STUDY

Semester 1	Audio-Visual 101
	Business Skills 100
	Philosophy 101
	Liberal Studies Option
	English and Communications Option
Semester 2	Education 141
	Psychology 235
	Business Practice 205
	Liberal Studies Option
	English and Communications Option
Semester 3	Crafts 111
	Audio-Visual 211
	Sociology 256
	Liberal Studies Option
	English and Communications Option
Semester 4	Laboratory Methods 466
	Audio-Visual 321
	Communications Media Option
	Liberal Studies Option
	English and Communications Option

COURSE DESCRIPTIONS

AUDIO-VISUAL 101

Audio-Visual 101 is an introductory course in audio-visual techniques and is designed primarily for educational resources technicians and audio-visual technicians and introduces them to the methods of producing audio-visual instructional materials. Some of the features of the course include operation of overhead, 35 mm slide, filmstrip, 16 mm sound and opaque projectors, the operation and maintenance of audio-tape recorders and the production of overhead transparencies, 35 mm slides and duplicate slides.

AUDIO-VISUAL 111 - INTRODUCTION

An introduction to the materials and equipment of the Instructional Media Center. It includes the production of audio-visual materials such as overhead transparencies and slides.

AUDIO-VISUAL 211

This course is designed for audio-visual technicians who are to be trained to work with teachers. A few of the areas covered in the course include the production of 35 mm filmstrips, the photographing of instructional materials in 35 mm slide format, the preparation of flannel boards and dry-mount pictures, the study in methods of performing still photography assignments and the means of operating a video-tape recorder. Instruction is also given in the maintenance of audio-visual supplies and equipment.

AUDIO-VISUAL 221 - WORKSHOP

A continuation of Audio-Visual 111, including practical assignments in production and presentation and how and where to find various instructional media.

[Prerequisites: Audio-Visual 111, Graphics 111]

AUDIO-VISUAL 321 - MEDIA METHODS

Practical assignments in the use and production of audio-visual materials. Includes advanced photographic techniques, sound-slide presentations, on-the-job training in the college's Instructional Media Center, and an introduction to Super 8 film making.

[Prerequisites: Audio-Visual 221, Photography 221]

AUDIO-VISUAL 431 - THE PRESENTATION PORTFOLIO

Requires the students to create a "portfolio" for themselves and the school which can be shown to prospective employers as an example of their level of achievement and proficiency. It includes one major multi-media project in the form of a practical thesis. The media used may be a combination of any of the following: sound-slide or filmstrip presentations, photo essays, single concept films, exhibits, video and audio tapes and overhead transparencies.

[Prerequisites: Audio-Visual 321, Film Production 321, Electronics 321]

PHYSICS 117 - SCIENCE FOR AUDIO-VISUAL SPECIALISTS

Principles of physical science as applied to audio-visual techniques. Included are light, sound, color and photographic chemistry. The subject is treated non-mathematically.

GRAPHICS 111 - AUDIO-VISUAL GRAPHICS

Lettering, layout, design and color as applied to AV materials. Includes the use of press-on letters for overhead transparencies, slides, flip charts, poster and television titles. Practical assignments are given in photographic copying for titles, as well as organizing and mounting materials for visual presentation and display.

PHOTOGRAPHY 221 - BASIC PHOTOGRAPHY

An introduction to the theory and practice of black and white still photography. It includes darkroom techniques and the photo essay .

[Prerequisite: Graphics 111]

ELECTRONICS 227 - BASIC ELECTRONICS FOR AUDIO-VISUAL SPECIALISTS

An introduction to basic electronics as applied to audio-visual equipment.

[Prerequisite: Physics 117]

ELECTRONICS 321 - PRACTICAL ELECTRONICS

The electronics of audio-visual equipment. Includes on-the-job training. Subjects covered are:

a. Audio-tape and taping, tape care, recording, distribution systems.
b. Video-TV theory, TV cameras, VTR, distribution systems, dubbing, recording.
c. Multi-media electronic systems.

[Prerequisite: Electronics 227]

TELEVISION PRODUCTION 421 - TELEVISION PRODUCTION TECHNIQUES

A customized TV Production course. It covers the materials and equipment as well as the technical production of live and taped presentations.

[Prerequisites: Electronics 321, Film Production 321, Audio-Visual 321]

FILM PRODUCTION 321 - FILM PRODUCTION FOR EDUCATION AND BUSINESS

A customized course which covers the production of educational and business films. Included are planning, scripting, shooting, editing and recording of films.

[Prerequisites: Audio-Visual 221, Photography 221, Electronics 227]

PSYCHOLOGY 188 - PSYCHOLOGY FOR THE A-V SPECIALIST

Designed to familiarize students in the audio-visual course with some of the basic concepts of the psychology of organizations and human relations. Topics covered include human motivation, morale, group behavior, organizational behavior, leadership and communications.

STATE UNIVERSITY OF NEW YORK - ALFRED

Alfred, New York 14802

CONTACT: Jerry A. Gordon, Assistant Professor

The Agricultural and Technical College at Alfred is a two-year college, part of the State University system. Its enrollment is approximately 2,700 full-time students. Accredited by the Middle States Association of Colleges and Secondary Schools, the college offers Associate in Science and Associate in Applied Sciences degrees.

In 1968, Alfred began a two-year Associate in Applied Science degree to train **AUDIO-VISUAL TECHNICIANS**. Fifteen graduates from this program are expected in 1970, thirty graduates are expected three years from now.

The Audio-Visual Technology Curriculum is organized to provide basic knowledge and skills in the areas of graphics, duplicating processes, photography and television. Each of these major areas is presented by thorough discussion of modern techniques together with extensive laboratory experience in actual preparation or production of materials. Project laboratories will provide practical experience in designing and producing instructional materials and the operation of the Instructional Communications Center.

Graduates will find employment opportunities in:

Employment Outlet	*Types of Occupation*
Educational Institutions or Instructional Resource Centers Government Agencies	Preparation of audio-visual materials, or specializing in photography, duplicating, television, graphics.
Manufacturers of Audio-Visual Equipment	Sales and application of equipment or materials. With specialized training service and installation of equipment.
Industries	Preparation of materials for "In Plant Training", preparation of sales or advertising materials.
Printing and Publishing Companies	Graphic illustration of materials, preparation of production.

AUDIO-VISUAL TECHNOLOGY PROGRAM
COURSE OF STUDY

			Lecture	Laboratory
FIRST QUARTER				
AV	104	Photography I	2	6
AV	123	Audio-Visual Technology & Equipment	1	6
Math	133	Fundamentals of Math	3	
AV	103	Basic Design	1	6
Eng	103	English I	3	
PE	101	Physical Education		2
SECOND QUARTER				
AV	204	Duplicating Processes I	2	6
AV	113	Audio-Visual Techniques	1	6
MT	112	Engineering Graphics	1	4
Sci	104	Physical Science	4	
Eng	203	English II	3	
PE	201	Physical Education		2

THIRD QUARTER

AV	202	Design for Media	1	6
AV	314	Television I	2	6
Phys	302	Audio-Visual Physics	2	3
Eng	303	English III	3	
AV	302	Library Resources	2	
PE	301	Physical Education		2
	2-3	Business Elective, Psychology or Typing		

FOURTH QUARTER

AV	434	Television II	2	6
AV	504	Photography II	2	6
Mkt	374	Salesmanship	4	
AV	422	Audio-Visual Projects Lab I		6
SS	403	Principles of Economics	3	

FIFTH QUARTER

AV	613	Motion Pictures	1	6
Psyc.	123	General Psychology	3	
Mkt	563	Advertising Principles	3	
AV	522	Audio-Visual Projects Lab II		6
AV	372	Technical Report Writing	2	
SS	503	American Government	3	

SIXTH QUARTER

AV	614	Audio-Visual Department Management	2	6
AV	603	Audio-Visual Research Project	1	6
Restricted Elective -				
Elective - 3				
SS	603	International Relations	3	

COURSE DESCRIPTIONS

AV 103 BASIC DESIGN *Credit: 3 hrs.*

One lecture, two laboratories per week

Explores the sources of design inspiration and the principles fundamental to all visual medias. Individual student design studies are developed in studio experimentation with color, surface and form in a variety of materials and techniques, including the student's ability in free-hand drawing. Both two dimensional and three dimensional design are considered.

AV 113 AUDIO-VISUAL TECHNIQUES *Credit: 3 hrs.*

One lecture, two laboratories per week

A course designed to familiarize the student with the many techniques of overhead transparency production, dry mounting, story boarding, bulletin board design, flannel and magnetic board procedures as well as flip chart utilization. The creative ability of the student will be explored. Emphasis will be on careful development, implementation and practice.

AV 202 DESIGN FOR MEDIA

Credit: 2 hrs.

One lecture, two laboratories per week

The course is structured around individual student projects in applied graphics oriented toward instructional materials in a variety of media. The idea of modular design and the combined use of photography and typography is emphasized.

AV 204 DUPLICATING PROCESSES I

Credit: 4 hrs.

Two lectures, two laboratories per week

Intensive instruction in offset principles and practices, letter press, and limited instruction in spirit and mimeograph duplicators. An involvement in the production of printed materials including both line and halftone negatives, stripping up, plate making, press operation, binding and maintenance of equipment.

AV 302 LIBRARY RESOURCES

Credit: 2 hrs.

Two lectures per week

The student will explore the library as it relates to the instructional media field. The library as a resource center, search and retrieval systems, cataloging of non-book items and providing easy access for materials will form the major forces of this course.

AV 304 DUPLICATING PROCESSES II

Credit: 3 hrs.

One lecture, one laboratory per week

Advanced offset duplicating productions. Emphasis is placed on color and multiple press runs, study of inks and paper stocks. The student will become familiar with comparative costs of raw materials, equipment and finished materials.

AV 372 TECHNICAL REPORT WRITING

Credit: 2 hrs.

Two lectures per week

The student will be required to write short technical reports about current communications problems and present these reports in an effective manner, both visually and verbally.

AV 123 AUDIO-VISUAL TECHNOLOGY AND EQUIPMENT

Credit: 3 hrs.

One lecture, two laboratories per week

This course will serve as an orientation to the field of Audio-Visual Technology. The students will be introduced to the latest developments in the field both in terms of hardware and software. Also a study will be made of the operation, maintenance and evaluation of AV equipment such as projection equipment, audio equipment, response systems and specialized equipment.

AV 104 PHOTOGRAPHY I

Credit: 4 hrs.

Two lectures, two laboratories per week

An introductory course in photography, including construction and use of the camera, darkroom equipment, composition, lighting and processing and printing of black and white materials. An introduction to color photography theory and black and white transparencies.

AV 504 PHOTOGRAPHY II

Credit: 4 hrs.

Two lectures, two laboratories per week

Advanced black and white photography. Introduction to processing of color materials. Emphasis is placed on practical color photography, story boarding and sequencing of pictures in slide and film strip presentations.

AV 603 AUDIO-VISUAL RESEARCH PROJECT

Credit: 3 hrs.

One lecture, two laboratories per week

An independent project, not involving formal instruction, of fully developing an approved, individual project from concept to finished production such as a film or brochure.

AV 314 TELEVISION I *Credit: 4 hrs.*

Two lectures , two laboratories per week

A study of television as used in open and closed circuit productions. The topics covered include the recognition and utilization of television equipment, the efficient design of studio space, programming and production. The main emphasis of the course will be in handling television equipment and preparation of instructional television materials.

AV 434 TELEVISION II *Credit: 4 hrs.*

Two lectures, two laboratories : per week

Planning and production of instructional television materials. Experience in scheduling, preparing and evaluating closed circuit television instruction. Limitations, application and economics of television instruction.

Prerequisite: Each student is given ample opportunity to perform the functions of the producer and director of a television production. From the knowledge and background obtained in Television I, the student reinforces his capability by actively applying his skills in this course.

AV 422 AUDIO-VISUAL PROJECTS LABORATORY I *Credit: 2 hrs.*

Two laboratories per week

Required experience in preparation of audio-visual and instructional materials for use in the classroom. Experience with the various resource facilities utilizing the background gained through classroom preparation.

AV 522 AUDIO-VISUAL PROJECTS LABORATORY II *Credit: 2 hrs.*

Two laboratories per week

Continuation of AV 422 - Required experience.

AV 613 MOTION PICTURES *Credit: 3 hrs.*

One lecture, two laboratories per week

Characteristics of film productions. Individual student project in developing of single concept film productions. Projects including both silent and sound films, film loops.

AV 614 AUDIO-VISUAL DEPARTMENT MANAGEMENT *Credit: 4 hrs.*

Two lectures, two laboratories per week

Study of the functions and responsibilities of the Audio-Visual Department. Emphasis on evaluating and procuring equipment and instructional materials; budget making; record systems; analysis of school needs; development of an audio-visual research facility; production methods; scheduling of work and equipment; facility design.

AV 623 AUDIO-VISUAL EQUIPMENT MAINTENANCE *Credit: 3 hrs.*

One lecture, two laboratories per week

Set-up, maintenance of audio-visual equipment. Electrical requirements and limitations, checking testing, cleaning equipment, control of audio-visual equipment. Periodic maintenance and service of equipment.

STATE UNIVERSITY OF NEW YORK - FARMINGDALE

Farmingdale, New York 11735

CONTACT: Raymond C. Bowman, Chairman, Department of Photographic Technology

The State University of New York at Farmingdale is a two-year coeducational college with an enrollment of approximately 4500 full time students and an Evening College enrollment over 8000. Accredited by the Middle States Association of Colleges and Secondary Schools, the college offers the Associate in Science and Associate in Applied Science degrees. Certificates are offered in the one-year programs.

Although the **AUDIO-VISUAL TECHNOLOGY** curriculum was approved in 1967 the first class of 37 students was not enrolled until September 1969. Between 15 and 20 of this initial class should be eligible for certification in June 1970. Forty-eight students will be admitted September 1970. Plans for offering the program as a full two-year A.A.A. degree program are still being studied.

The curriculum in Audio-Visual Communications is a certificate program of two semesters (one year), 35 Credits. The certified students will be prepared with both theoretical knowledge and practical skills to meet a wide range of job opportunities. Among the areas of preparation included are: a) the maintenance and simple repair of a wide range of audio and visual devices; b) assisting AV coordinators by establishing and operating programs of preventive maintenance for the devices within the system or organization; c) maintaining of records of the AV activities; d) care of parts and AV supply stocks; e) methods of procuring and distributing commercial AV materials; f) coordinating and distributing of available equipment; g) serving as operator of complex devices and teaching others to operate simple devices; h) methods of evaluating, selecting and ordering of AV equipment; i) producing or assisting in the production of locally produced audio and/or visual materials, ranging from color slides, filmstrips, simple motion pictures, multi-layer projectuals, photographs, displays, flip charts, language and dial-access laboratory tapes, teaching machine materials plus certain work with closed circuit TV equipment.

AUDIO-VISUAL COMMUNICATIONS TECHNOLOGY
COURSE OF STUDY

FIRST SEMESTER

NO.	COURSE	THEORY	LAB	CREDITS
EN100	English Composition	3		3
AV100	Electrical Fundamentals (construction & maintenance)	2	3	3
AV101	Audio-Visual Equipment I (mechanical principles)	2	6	4
AV102	Visual Communications Techniques I	2	6	4
PH121	Physics	3		3
		12	15	17

SECOND SEMESTER

NO.	COURSE	THEORY	LAB	CREDITS
BA162	Business Communications	3		3
AV103	Electrical Circuits	2	3	3
AV104	Audio-Visual Equipment II (electrical principles)	3	6	5
AV105	Visual Communications Techniques II	2	6	4
SO	Social Science (elective)	3		3
		13	15	18

COURSE DESCRIPTIONS

AV100 ELECTRICAL FUNDAMENTALS

Material covered in this course includes electrical terminology and definitions; instruments used in the measurement of electrical quantities; electrical construction, assembly and soldering techniques; the 110v A.C. power source with related safety procedures; a general study of electrical motors commonly used in audio and visual equipment plus the related preventive maintenance procedures.

AV101 AUDIO-VISUAL EOUIPMENT I (Mechanical Principles)

In this first course in audio-visual equipment the mechanical aspects of maintenance, repair and operation of these devices will be explored. Students will be expected to acquire a high degree of proficiency both in the operating skills and the correction of routine mechanical malfunctions in a wide range of specialized equipment.

AV102 VISUAL COMMUNICATIONS TECHNIQUES I

A study of the basic theoretical and practical aspects of visual communications. Here the student will not only develop an appreciation for the special values of visually oriented communications, but he will also begin the first phase of the skills development required to convert ideas into visual images. Flip charts, displays ,multilayer diazo projecturals, photography and other visual communications materials will be introduced.

AV103 ELECTRICAL CIRCUITS

In this course D.C. power sources will be introduced. Battery supplies, rectifier circuits, D.C. to A.C. and D.C. to D.C. and Ohm's Law, as applied to both series and parallel circuits. Checking and replacement of electron tubes and transistors.

AV104 AUDIO-VISUAL EQUIPMENT II (Electrical Principles)

In this second course in audio-visual equipment the electrical and electro-mechanical aspects of maintenance, repair and operation of these devices will be studied. In addition to the equipment previously introduced, the student will have some opportunities to work with teaching machines and their response systems, video tape recording equipment and closed circuit TV systems.

AV105 VISUAL COMMUNICATIONS TECHNIQUES II

A continuation and expansion of materials covered in AV102. In the production of audio-visual materials, more advanced and complete procedures are involved and include special copy techniques, black & white and color slide production, filmstrip production and the principles of both Super 8mm and 16mm cinematography. Planning for production of materials, establishing and operating preventive maintenance programs, sources of supply and methods of selecting, evaluating and ordering AV equipment will serve as the basis for the lecture aspects of the course.

THORNTON COMMUNITY COLLEGE
Harvey, Illinois 60426

CONTACT: Blake L. Reed, Coordinator, Educational Media Technology Program

Thornton Community College is a two-year, public college with an enrollment of approximately 2,500 full time day students and 5,500 evening students. It is accredited by the North Central Association of Colleges and Secondary Schools.

In 1968, Thornton Community initiated a program to train **EDUCATIONAL MEDIA TECHNICIANS.** This program is offered both as a two-year program leading to an Associate Degree and as an accelerated, three-semester program leading to an Educational Media certificate.

EDUCATIONAL MEDIA TECHNOLOGY CERTIFICATE
COURSE OF STUDY

(Occupation Oriented - Non-Degree)

FIRST SEMESTER			
Ed Media	101	Introduction to Educational Media	2
Ed Media	102	Educational Media Production Techniques	3
Photo	101	Introduction to Photography	2
Art	111	Two Dimensional Design	2
		Elective	3
			12
SECOND SEMESTER			
Ed Media	103	Educational Media Systems	2
Ed Media	104	Principles of Multi-Media Presentation	3
Graphics	101	Introduction to Graphic Arts	3
Ed Media	205	Special Techniques of Photography Production	2
Art	207	Advertising Design I	2
			12
THIRD SEMESTER			
Ed Media	201	Television Production	3
Ed Media	211	Practicum I - Supervised Practice	3
Elec Tec	100	Introduction to Electronics	3
		Elective	3
			12

Electives: English, Speech, Social or Behavioral Science, Philosophy, Mathematics, Science

HIGH SCHOOL UNITS FOR REGISTRATION IN THIS CURRICULUM

Required: English 3 units

EDUCATIONAL MEDIA TECHNOLOGY
COURSE OF STUDY

(Occupation Oriented)

The educational media technician will serve as an assistant to professional audio-visual media specialists in the design, production, scheduling, operation, and utilization of newer instructional media and equipment.

FIRST SEMESTER

Ed Media	101	Introduction to Educational Media	2
Ed Media	102	Educational Media Production Techniques	3
Photo	102	Introduction to Photography	2
English	101	Composition and Rhetoric	3
Art	111	Two-Dimensional Design	2
		Physical Education	1
		Mathematics or Science Elective	3-4
			16-17

SECOND SEMESTER

Ed Media	103	Educational Media Systems	2
Ed Media	104	Principles of Multi-Media Presentation	3
Ed Media	205	Special Techniques of Photography Production	2
Art	207	Advertising Design	2
		Physical Education	1
		English	3
		Electives	3
			16

THIRD SEMESTER

Ed Media	201	Television Production	3
Ed Media	211	Practicum I - Supervised Practice	3
Elec Tec	100	Introduction to Electronics or	
Phy Sci	101	Physical Science	3-4
		Physical Education	1
		Social or Behavioral Science Elective	3
		Electives	3
			16-17

FOURTH SEMESTER

Ed Media	212	Practicum II (Supervised Practice)	3
Graphics	101	Introduction to Graphic Arts	3
Data Pr	101	Introduction to Data Processing	3
Speech	108	Fundamentals of Speech	3
		Physical Education	1
		Social or Behavioral Science	3
			16

Electives: Typewriting, Art, Drama, Business, Psychology, Sociology, Education, Mental Health

COURSE DESCRIPTIONS

EDUCATIONAL MEDIA 101 - Introduction to Educational Media

First Semester Two Hours

Rationale and role of media technicians in various employment situations, audio-visual equipment operation, simple maintenance techniques, including film and magnetic tape splicing, nature of and usage of audio-visual instructional media, nature of mediated instruction.

EDUCATIONAL MEDIA 102 - Educational Media Production Techniques

First Semester Three Hours

Techniques involved in production of instructional displays and media, including dry mounting, laminating, simple lettering techniques, mechanical lettering (Leroy, letterguide, varigraph, headliner), spray paint lettering, charts, posters, production of overhead transparencies (hand art work, projection, acetate carbon, multi-color, diazo, thermofax, and high contrast photography).

EDUCATIONAL MEDIA 103 - Educational Media Systems

Second Semester Two Hours

Multi-media systems, audio-tutorial systems, language and learning laboratories, television (including slow-scan and E.V.R.), dial-access systems (audio and audio-video), problems of media production and integration into systems. Procedural and technical details involved in production, scheduling and distribution of educational media. Computerized instruction, programmed instruction.

EDUCATIONAL MEDIA 104 - Principles of Multi-Media Presentation

Second Semester Three Hours

Principles and techniques involved in production of television and other multi-media. Student preparation of projects involving four or more media studied in Introduction to Educational Media, Educational Media Systems and Educational Media Production Techniques. Students to present projects in class for group (student and instructor) critique.

EDUCATIONAL MEDIA 201 - Television Production

Third Semester Three Hours

Television cameras, audio, lighting, scenery, and properties, graphics, special effects, video tape recording. Student practicum in various roles involved in television production and control room, including cameraman, floor director, technical director, audio director, video director, and producer-director.

EDUCATIONAL MEDIA 205 - Special Techniques of Photography Production

Second Semester Two Hours

Camera copy techniques (close-up photography), producing 35 mm slides (titling, legibility standards, slide duplication, originating art work for slides). Producing filmstrips (from art work, pictures, and 35 mm slides). Cinematography (production of 8 mm films).

EDUCATIONAL MEDIA 211 - Practicum I

Third Semester Three Hours

Work experience of six hours per week in an area school, business, industry or governmental agency. The practicum work will be coordinated through a weekly seminar of one hour.

EDUCATIONAL MEDIA 212 - Practicum II

Fourth Semester Three Hours

Work experience of six hours per week in a supervised setting. The practicum will be coordinated through a weekly seminar one hour in length.